

University Of Alberta



0 0004 28836 78

UPPERCULUM

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS

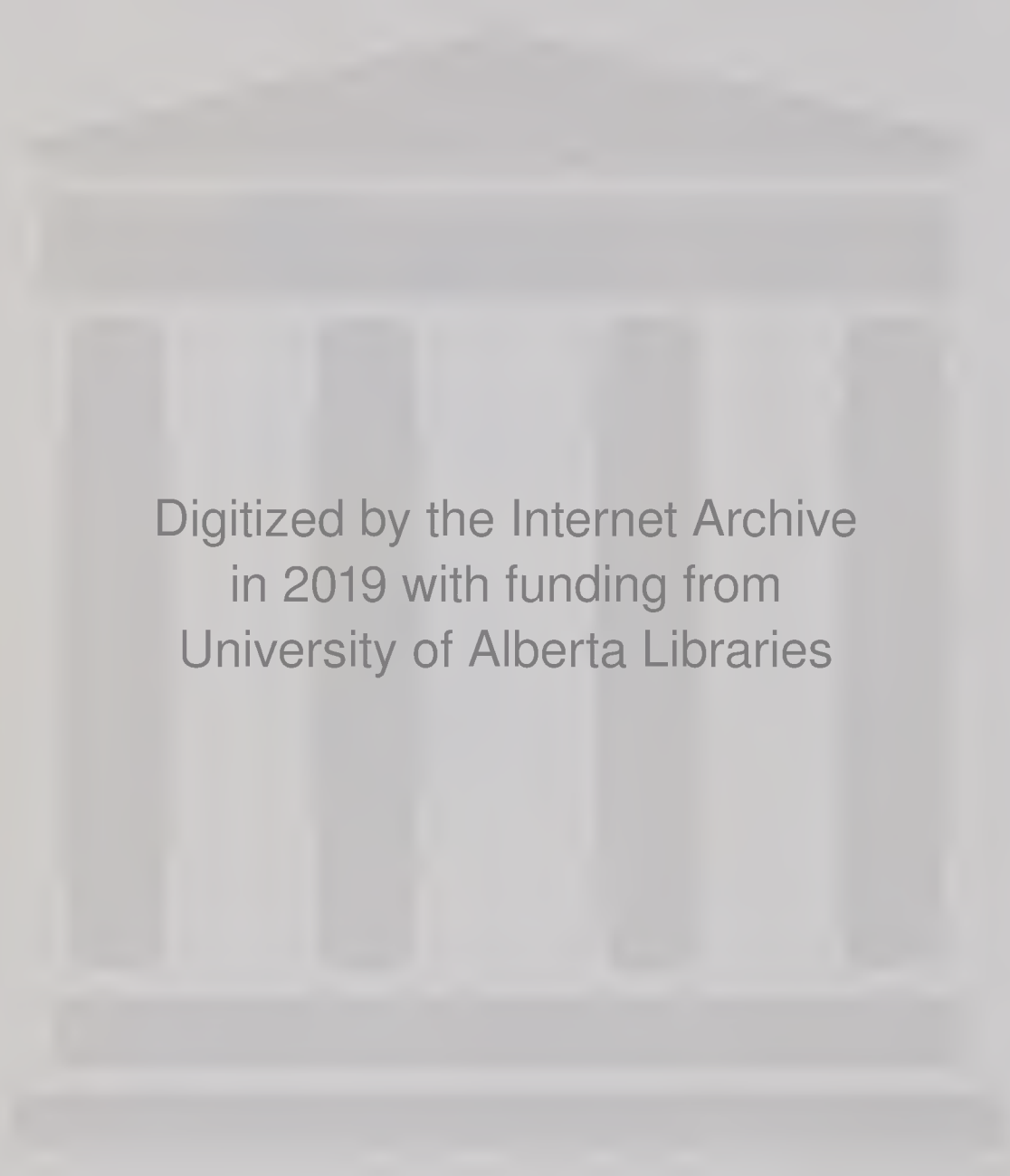


Universal Book Bindery

9850 - 60 Avenue

Edmonton, Alberta





Digitized by the Internet Archive  
in 2019 with funding from  
University of Alberta Libraries

[https://archive.org/details/japanhomeofsun00dear\\_0](https://archive.org/details/japanhomeofsun00dear_0)







*Japan:* HOME OF THE SUN





# Japan

## HOME OF THE SUN

Jennie T. Dearmin

*Supervisor for Teacher Training*

*University of California at Santa Barbara*

&

Helen E. Peck

*Elementary Teacher*

*Santa Barbara City Schools*

*editorial consultant*

Donald Keene

*Professor of Japanese*

*Columbia University*

*illustrations*

Kikuko Mori

*maps*

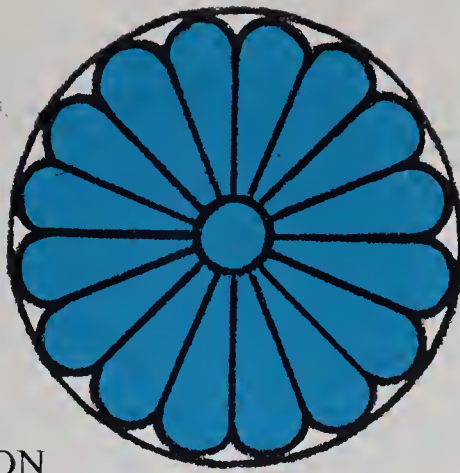
Nan Davis-Fouquet

HARR WAGNER PUBLISHING COMPANY  
San Francisco

Copyright, 1963, by  
HARR WAGNER PUBLISHING COMPANY  
*Printed in U.S.A.*



# CONTENTS



UNIT ONE	AN ISLAND NATION	5
	The Land	7
	The Climate	15
	Wonders of Nature	21
	Plants and Wild Animals	27
UNIT TWO	OUT OF THE PAST	33
	People	35
	History	41
	Religion	49
UNIT THREE	A WAY OF LIFE	55
	The Family	57
	Houses	63
	Food	71
	Clothing	77
	Pets	85
UNIT FOUR	COMMUNICATIONS AND TRAVEL	89
	Language	91
	Means of Communication	97
	Transportation	103
UNIT FIVE	EARNING A LIVING	109
	Farming	111
	Using the Forests	119
	Fishing	123
	Mining	129
	Manufacturing	133
	Making Silk	137
	Crafts	143

UNIT SIX	HAVING FUN	149
	Festivals and Holidays	151
	Games, Toys, and Recreation	159
	Sports	167
UNIT SEVEN	ENJOYING BEAUTY	175
	Art	177
	Music	183
	The Theater	187
	The Geisha	195
	Poetry	199
	The Tea Ceremony	203
UNIT EIGHT	LOOKING AHEAD	209
	Health	211
	Education	217
	Government	225
	Japan and the United States	231

## MAPS and GRAPHS

Physical Map of Japan	2-3
The Pacific Basin	6
Comparative Size of Japan and the United States	10
Population	11
Pacific Ocean Currents	14
Rainfall in Japan	17
Pacific Rim of Fire	20
The Orient and the Occident	34
Migration to Japan	37
Production of Books and Films	99
Farming in Japan	110
Agricultural Products of Japan	113
Forests of Japan	118
Fishing in Japan	122
Mining in Japan	128
Structure of the Government of Japan	226

## SOUNDS OF JAPANESE VOWELS

- a as ä in *father*
- e as ě in *get*
- i as ē in *be*
- o as ō in *open*
- u as ū in *moon*; is not always pronounced between the letters *s* and *k*

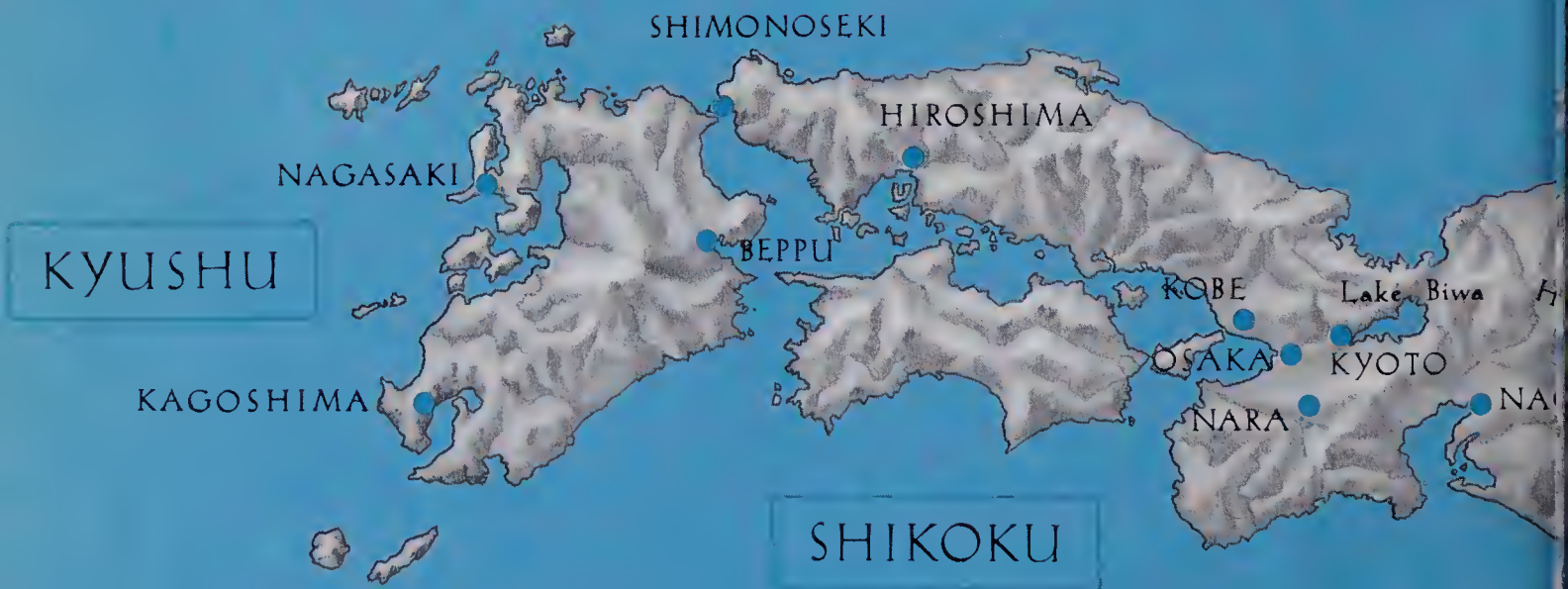
JAPAN is one of our neighbors across the Pacific Ocean. It is an interesting country—like our country in some ways, different from ours in other ways.

We are going to visit Japan through this book. Let's begin the visit with a friendly greeting to our friendly neighbor.

A Japanese word of greeting is *Ohayo*. We say *Ohayo* almost as we say Ohio, the name of one of our states.

OHAYO!

S E A O F





HOKKAIDO

SAPPORO

Ishikari River

ASAHIKAWA

HAKODATE

Tokachi Plain

AKITA

MORIOKA

Kitakami R.

SENDAI

HONSHU

NIKKO

Kanto Plain

TOKYO

YOKOHAMA

PACIFIC OCEAN











# I

## AN ISLAND NATION

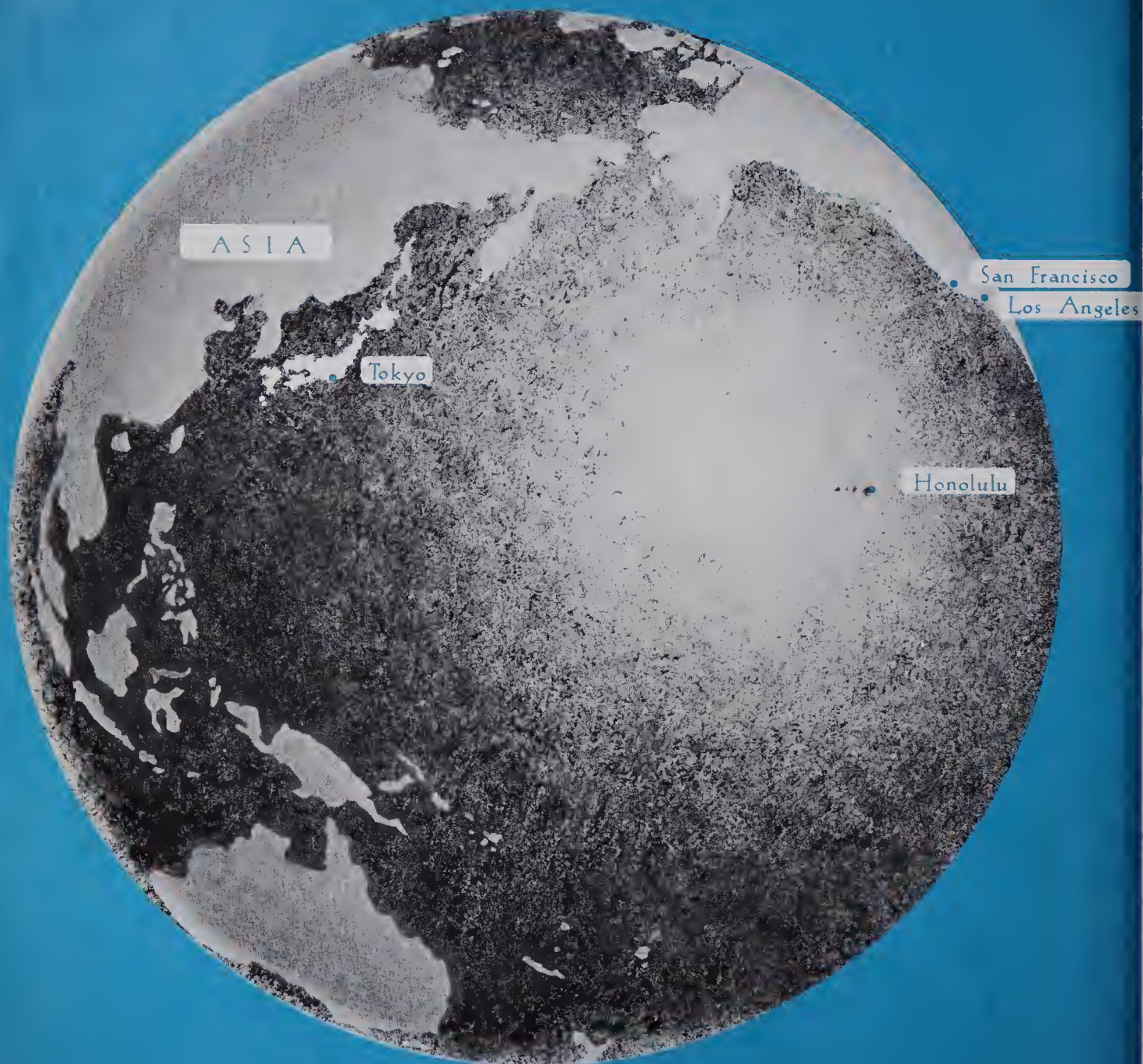
The Land

The Climate

Wonders of Nature

Plants and Wild Animals

Japan lies about five thousand miles west of California, across the Pacific Ocean. It is in the North Temperate Zone, off the continent of Asia. Long ago the people of Asia, looking toward Japan, watched the sun rise in the east. It seemed to them that the sun rose in Japan. The Chinese named Japan *Nippon*, meaning *home of the sun*.





## THE LAND



THE people of Japan tell a story about how their islands were made. A god standing on the Bridge of Heaven dipped his spear into the sea. Then he raised it again, high in the air. Four drops of water fell like diamonds from his shining spear. The four drops of water became the four large islands of Japan. They are called Hokkaido, Honshu, Shikoku, and Kyushu. Between and around them are hundreds of smaller islands.

Scientists say that Japan's islands are the tops of underwater mountains. Other islands in the same long

### LEARN TO SAY:

Nippon	nĭp • pŏn
Hokkaido	hŏk • kĭ'dō
Honshu	hŏn'shōō
Shikoku	shē'kō • kōō
Kyushu	kyōō' shōō

underwater chain are the Aleutian Islands of Alaska.

Steep mountains rise high above most of Japan. Mountains stretch through all the islands. In some places they reach to the sea.

One mountain range is along the Pacific coast. Its peaks rise as high as ten thousand feet above sea level. Another range runs along the Japan Sea. It is lower and has rounder tops. The highest of its mountains is about six thousand feet. A third range runs east and west, connecting the other two. This third range has the highest mountains of all. They are often called the Japan Alps.

The highest mountain in Japan is Mount Fuji. It is often called Fuji-san. Many people in Japan think of Fuji-san as a holy mountain. Every summer thousands of people climb to its top. The climbers wear white clothes to do honor to the holy mountain.

The Japanese have a saying about the climb. They say, "Anyone who does not climb Mount Fuji once is a fool. One is a greater fool if he climbs it more than once."



*Larry McKinnis—FPG*

Fuji-San, as the Japanese call their sacred mountain, was once an active volcano.

What a long hard climb it must be!

\* There are mountains in seven eighths of Japan. The other eighth is made up of plains and lowlands.

These plains and lowlands have rich soil and are good for raising crops.

For that reason, many people live in the flat part of the country. The

plains are not large, but they are very crowded. One of the most important

is the Kanto Plain on the island of Honshu. The Kanto Plain is on the

Pacific coast.

\* Japan's coastline turns and bends.

In some places it is broken by bays and gulfs. Along the shores are sandy beaches, muddy flats, and rocky cliffs.

Lava from old volcanoes forms some parts of the coastline.

There are few good harbors in Japan. Those along the Japan Sea are not very safe. In the winter, strong winds blow and the waves are high and dangerous. The best harbors are those on the Inland Sea and on the Pacific Ocean. Yokohama, Kobe, and Osaka are three of these busy harbors.

Japan's rivers begin in the high mountains and come tumbling down

to the sea. Often they bring floods and cause great damage. They are not good for transportation because they are short, shallow, and full of rapids. Steamers cannot use them.

The rivers are useful in some ways. They bring water to the crops in the lowlands. They make electric power to run the factories. One of the longest rivers is the Ishikari on the island of Hokkaido.

#### LEARN TO SAY:

Aleutian	ä · lū'shǎn
Fuji	fōō'jē
Kanto	kǎn · tō
Yokohama	yō'kō · hä'mä
Kobe	kō · bē
Osaka	ō'sä'kā
Ishikari	ē · shē · kā · rē
Tokyo	tō · kyō

The whole country of Japan is smaller than the state of California. It is about fourteen hundred miles from one end of the island chain to the other. The little country has many people. Some ninety-four million people live on the islands. Japan has more than half as many people





The narrow chain of islands of Japan is shaped like the letter J. Look at this map of Japan. It is placed upon a map of the western part of the United States. If you were to move the J to the eastern part of the United States, it would reach from



as the United States. Yet our country is about twenty times larger than Japan.

The largest of the islands of Japan is Honshu. Honshu is an island of mountains, plains, and many hills. Also on Honshu, near Tokyo Bay and facing the Pacific Ocean, is the capital of Japan. It is Tokyo, the world's largest city. About twelve and a half million people live in Tokyo.

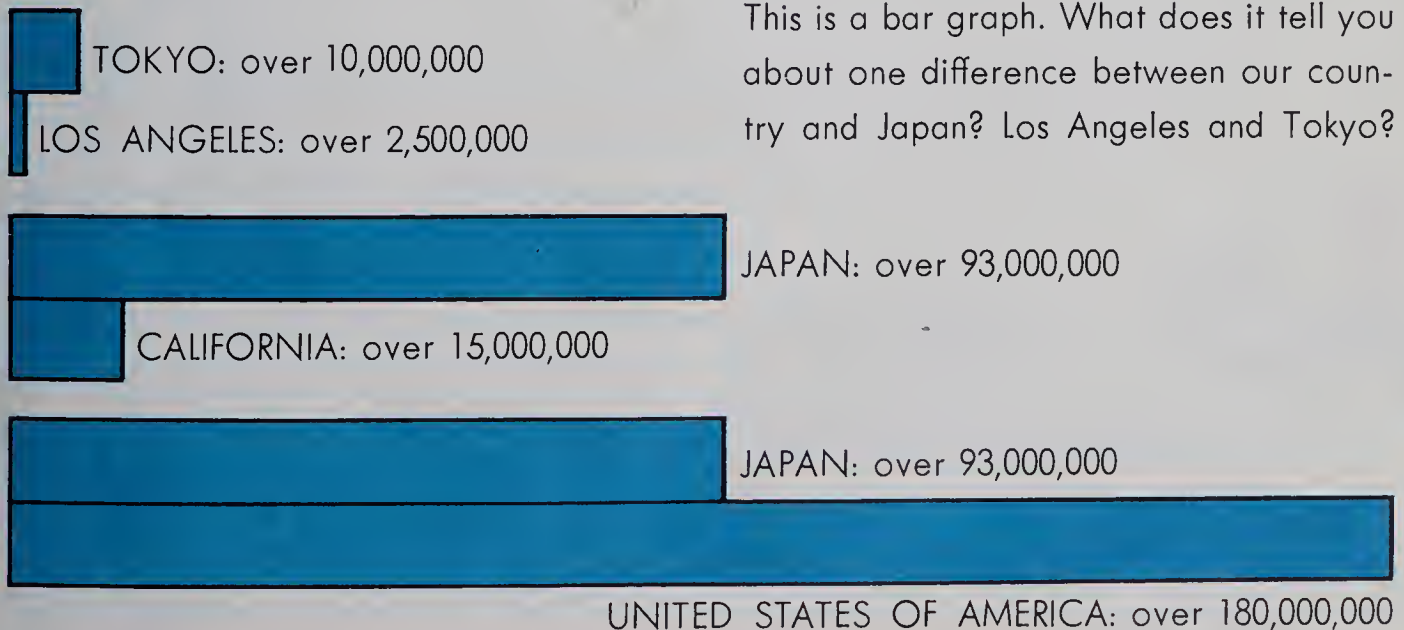
Hokkaido is the second largest island of Japan. It lies farther north and is much colder than the other islands. Even though it is a large island, only a few people live there.

Kyushu and Shikoku are small in size. They are close together, near the

southern tip of Honshu. Kyushu has rolling hills, steep mountains, and small plains. Shikoku, the smallest of the four main islands, has a rocky coast. All four of the islands have steep mountains covered with forests.

The Inland Sea separates Honshu from Shikoku and Kyushu. There are many tiny green islands in the protected water of the Inland Sea.

Japan's beautiful islands are loved by all her people. For hundreds of years the Japanese have been writing poems and songs about their country. Japanese artists have painted pictures. Many of the poems, songs, and pictures tell of the beauty of Japan, the island country.





## QUESTIONS to ANSWER

1. What does *Nippon* mean? How did Japan happen to be called *Nippon*?
2. Why do most of the people in Japan live on the plains and lowlands?
3. How do mountains help the people of Japan? How do mountains make life hard for the people?
4. How does Japan compare in size with the United States?
5. Is Japan larger or smaller than California?



## QUESTIONS for TEAM DISCUSSION

1. What things help to make a good harbor? Why are there few good harbors in Japan?
2. How does Japan compare with your state in size and in the number of its people?
3. What is an island? Does the United States have any islands?
4. What may be some of the reasons few people live on the island of Hokkaido?
5. Compare the rivers in your state with the rivers of Japan. What effect do you think Japan's rivers may have on the way the Japanese people live?



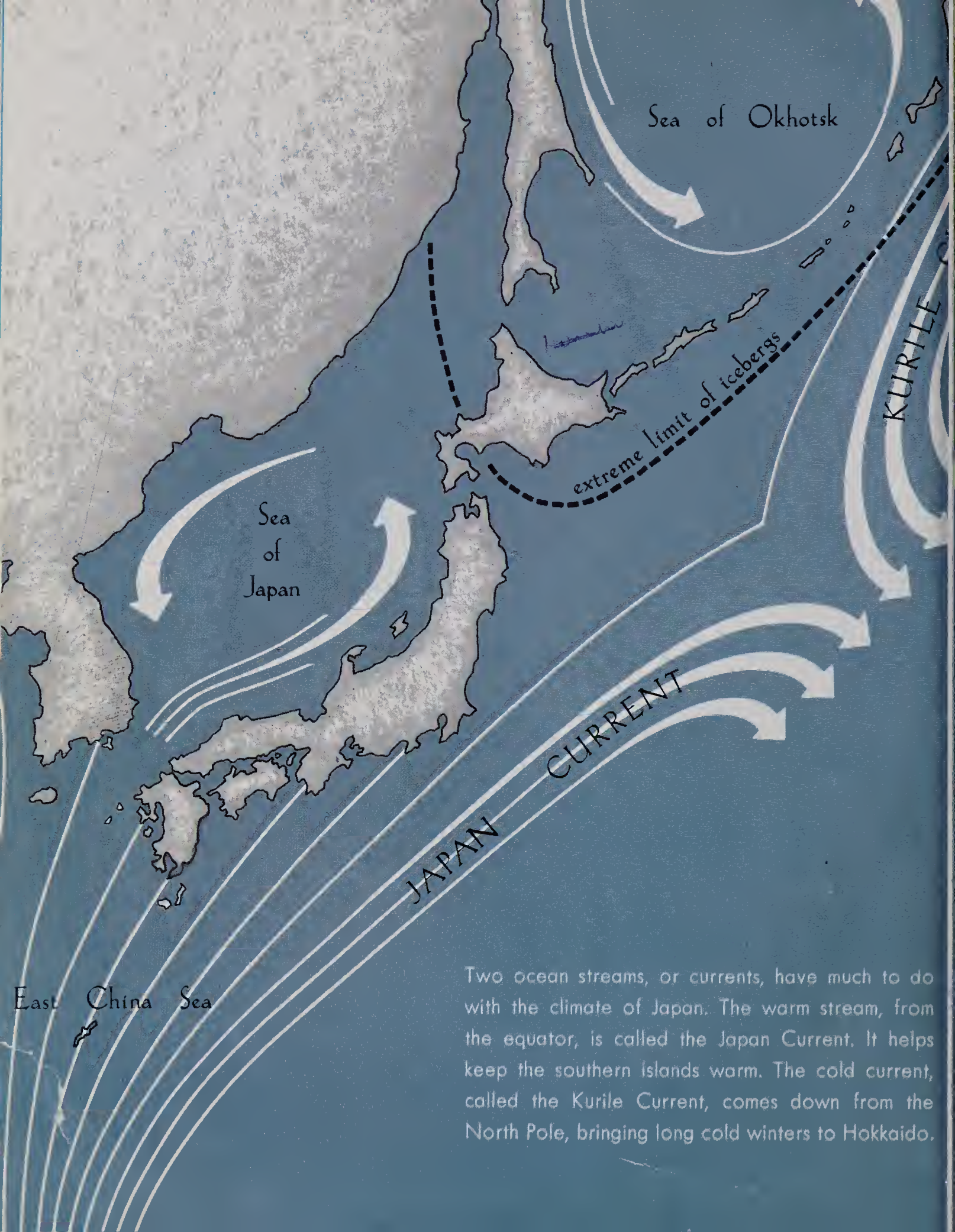
## ACTIVITIES

1. On a map of Japan, point out the four main islands. Learn to pronounce their names.
2. As a class project, make an outline map of Japan, showing mountains, plains, and rivers.

3. Look at the bar graph on page 11. Make a bar graph that compares Tokyo with the capital of your state.
4. Use a globe and a string to find the shortest way to go from San Francisco or Los Angeles to Tokyo. Use the scale on the globe to figure the number of miles. Find out how long it takes a jet plane to make the trip.
5. Set up a Japan Corner in your room. Collect pictures, travel posters, and realia for it. Collect and bring to class newspaper stories of current events in Japan.







Sea of Okhotsk

Sea of Japan

extreme limit of icebergs

KURILE

JAPAN CURRENT

East China Sea

Two ocean streams, or currents, have much to do with the climate of Japan. The warm stream, from the equator, is called the Japan Current. It helps keep the southern islands warm. The cold current, called the Kurile Current, comes down from the North Pole, bringing long cold winters to Hokkaido.



## THE CLIMATE

JAPAN'S climate is much like that of the United States. Both countries are about the same number of miles north of the equator. Hokkaido, the northern island of Japan, has cold winters like those in our northern states. Winter in the southern islands is like winter in our southern states.

<sup>read</sup> Japan has four seasons. The summer season begins in June. This is the time when it rains the most. It rains day after day in most of Japan for

several weeks. The rains are caused by the summer monsoon winds. These monsoon winds also make the weather hot and sticky.

As the warm winds from the south and east blow across the Pacific

### LEARN TO SAY:

Kurile Current	kōō • rēl' kūr'ent
Japan Current	jā • pān kūr'ent





*Japan Tourist Association*

These northern Japan children have built a snow cave and are having a party in it.

Ocean, they gather moisture. As the winds rise over the high mountains, they drop their moisture. It falls as rain.

The Japanese call these rains "plum rains." They come during the time when the plums begin to ripen. That is the time the farmers need rain the most. They are setting out the tiny rice plants then. The heavy rains make the plants grow well. By the end of July, the rains have stopped. Then the weather is clear, but it is still hot and sticky.

Winds from Asia blow over Hokkaido during the summer. The winds

are cooled as they sweep over the cold Kurile Current. These cold winds make Hokkaido cooler than the rest of Japan.

In autumn the days are pleasant but colder. During September and October strong winds blow in from the Pacific Ocean, bringing heavy rains. These storms of rain and wind are called typhoons. They are like the windstorms, or hurricanes, which sometimes hit the United States. Some years several typhoons hit the islands of Japan. Then rivers may overflow. The wind and floods damage crops and homes. Sometimes people lose their lives.

In most of Japan, winter lasts from November through February. In the southeastern part of Japan, winter is not very cold. High mountains keep out the cold winter winds. Little or no snow falls. In some places the weather is warm enough for farmers to raise grain.

On Hokkaido and the northwestern coast of Honshu, winter is cold and damp. Cold winds from Asia, called winter monsoons, blow over the Sea of Japan. As the winds are



warmed by the Japan Current, they pick up moisture. Then the winds rise. They drop their moisture. It falls as heavy snow on Hokkaido and Honshu.

The spring season begins in March and lasts through the early part of June. A south wind blows over the islands and makes the weather warm again. Signs of spring appear everywhere. Cherry and peach trees are in

full bloom. It is during this season that the people enjoy the beauty of their country most.

There is a long growing season in all of Japan except on Hokkaido. In most places, farmers harvest crops twice a year.

Southern Japan is crowded with people. Hokkaido is thinly settled. Most Japanese people like a warm climate better than a cold one.





## QUESTIONS to ANSWER

1. In what ways is Japan's climate like ours?
2. What is the rainiest season in Japan? ✓
3. What is a typhoon? .
4. In what way is Hokkaido weather different from the weather in other parts of Japan?
5. What do the Japanese call their summer rains? Why? ↓



## QUESTIONS for TEAM DISCUSSION

1. What are some of the reasons that Japan's climate is much like ours?
2. What is the rainiest season in your state? Is it the same or different from the rainiest season in Japan? Can you think of any reasons why this should be so?
3. Which is your favorite season in your state? Which do you think would be your favorite in Japan? Why?
4. When is most rice planting done in Japan? Why?
5. What may be some of the reasons that more Japanese people live in the south than the north? In your state, do more people live in the south or in the north? What may be some of their reasons?



## ACTIVITIES

1. Make up five questions about the climate in Japan. Exchange lists with another pupil. Answer the questions on the other pupil's list. Check the other pupil's answers with your list.

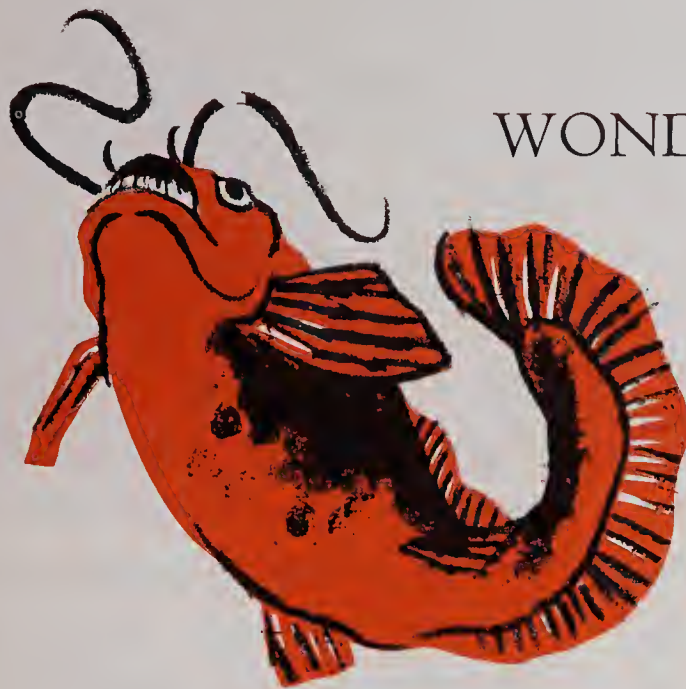
2. On a globe, find the equator. Use a string to measure the distance between the equator and the part of Japan closest to it. Measure the distance between the equator and the part of California closest to it. Use the globe's scale to find out the number of miles measured.
3. In other books, get more information about monsoon winds. Be ready to tell the class what you have learned.
4. Make a chart or diagram showing how the summer monsoons bring rain to Japan.
5. Try to find and bring to class a newspaper or magazine article about one of the following: the equator, monsoons, typhoons, hurricanes, floods.





Japan's islands are part of a chain of volcanoes that circle the Pacific Ocean. The great circle is called the Pacific Rim of Fire, because its volcanoes send out fire and smoke. Sometimes one of the volcanoes erupts, doing great damage to homes and soil and even taking lives. Where there are volcanoes, there are usually earthquakes. Japan has a few small earthquakes almost every day!





## WONDERS of NATURE

*Start.*

NATURE has given Japan many wonders. Some of these wonders of nature bring joy to the Japanese people. Some others are greatly feared. Most frightening of all the wonders are the earthquakes.

Earthquakes are frightening even to people who know what causes them. Think how frightening they must have been to people who did not know the causes!

Many hundreds of years ago, the Japanese people did not know what caused the earth to shake. They made

up a story to explain their earthquakes. This is the story:

Once upon a time, Japan's islands floated in the ocean. A big catfish lived under the islands. One day a big stone rolled over on the catfish, pinning it to the ocean floor. The fish could not get loose. It could move only its tail. Forever after, it kept trying to get free. It tried to twist and turn, and it lashed its tail. Every time its lashing tail hit the bottom of an island, the land moved. Japan had an earthquake.



Japan still has many earthquakes. The catfish must still be trying to get free. *end.*

Scientists today give us other reasons for the earthquakes in Japan. One is that the part of Japan along the Pacific Ocean is still slowly rising. The part along the Sea of Japan is slowly sinking. This movement of the earth causes earthquakes.

*2nd x* Another reason for earthquakes has to do with the <sup>(2)</sup>volcanoes. Hot melted rock at the bottom of a volcano forces its way out. It does not always erupt at the top. Sometimes it escapes into the earth below. As the melted rock bursts out, it makes the earth move, or *quake*.

Japan may have several earthquakes in a single day, but few of them do damage. Usually the people do not feel the earth quaking. Some-

times, though, a quake is so strong it damages cities. Among the worst are those that happen under water.

An underwater earthquake can cause a tidal wave. A tidal wave is a giant wall of water that travels thousands of miles. Such a wave, beginning in South America, once traveled nearly eleven thousand miles to Japan in twenty-four hours. A tidal wave causes great damage and loss of life.

Most of Japan's natural wonders are <sup>(3)</sup>not dangerous. <sup>(4)</sup>The <sup>(5)</sup>mountain <sup>(6)</sup>waterfalls are both beautiful and useful. Kegon Waterfall, where the water drops 330 feet, is one of the highest. Waterfalls keep Japan supplied with electric power.

There are <sup>(7)</sup>geysers, <sup>(8)</sup>boiling <sup>(9)</sup>mud <sup>(10)</sup>pools, and <sup>(11)</sup>hot <sup>(12)</sup>springs in many parts of Japan. Most Japanese people like to bathe in water heated by nature. On the island of Kyushu, many people bathe in hot water and hot sand. They believe that the baths help them to be healthy. In some places, hot water from springs is used to heat homes and public buildings. It is piped underneath the floors. The heat rises and makes the rooms warm.

#### LEARN TO SAY:

Kegon	kě • gŏn
Nikko	nēk • kō
kekko	kěk • kō
Akiyoshi	ä • kē • yō • shē



Japan Tourist Association

Smoke from this crater marks one of the many active volcanoes on the island of Hokkaido.

Like the United States, Japan has many national parks. Nikko National Park is about ninety miles from Tokyo. There is a saying, "Don't say *kekko* until you have seen Nikko!" In Japanese *kekko* means wonderful. Nikko has beautiful pine trees. Among the pines are beautiful temples built many, many years ago. The Inland Sea is a national park, too. Hundreds of green islands dot the blue waters that separate Honshu from Shikoku and Kyushu. Another national park, with lovely lakes and rolling hills, surrounds Mount Fuji.

There are many interesting caves in Japan. The Cave of Akiyoshi is

ninety-nine hundred feet deep. Our deepest cave, the Carlsbad Cavern in New Mexico, is only eleven hundred feet deep.

Japan has a Bat Cave, too. Very strange bats hang from the sides of Bat Cave. They have hair on their heads, and they look like the flowers called chrysanthemums.

Several miles from Tokyo are some very old caves. People may have lived in them long ago. Jewels, tools, and bones have been uncovered there.

The wonders of nature help to make life interesting and exciting in Japan. The Japanese love their land of many wonders.

red 6-1200-





## QUESTIONS to ANSWER

1. What is the Pacific Rim of Fire?
2. What kinds of damage may be done by volcanoes?
3. Why does Japan have so many earthquakes?
4. What causes tidal waves?
5. Why are hot springs important to the Japanese?



## QUESTIONS for TEAM DISCUSSION

1. Are there any hot springs in the United States?
2. Can you name some ways in which nature has been kind to Japan?
3. Can you name some ways in which nature makes life hard for the Japanese people?
4. If an earthquake is too slight to be felt by the people, how does anyone know it is taking place?
5. What are some reasons for having national parks? Is there a national park in your state? Can you name it?



## ACTIVITIES

1. Start a rock collection that includes volcanic rock.
2. Make a model or draw a diagram of a volcano. Share your work with the class.
3. The highest waterfall in the United States is Ribbon Falls in California, with a drop of 1,612 feet. Make a bar graph comparing Ribbon Falls with Kegen Waterfall.

4. Try to find and bring to class a magazine or newspaper story about an earthquake, typhoon, or tidal wave.
5. Ask the librarian to lend your room some storybooks about Japan.





## PLANTS and WILD ANIMALS



THERE are many kinds of trees and flowers to admire in Japan. Japan is famous for the beauty of its cherry trees. But the flowering plum and peach trees are as beautiful. So are the trees whose leaves turn bright red and orange in the autumn.

Not all trees in Japan lose their leaves when fall begins. Like the United States, Japan has pines and other trees that stay green all year. In the south, where the climate is warm, bamboo grows among the forest trees.

Of all the flowers in Japan, the Japanese like cherry blossoms best. The cherry blossom is their national flower. When it blooms, in the month of April, festivals and garden parties are held among the trees. Strips of

### LEARN TO SAY:

Yezo	yě • zō
Sika	sē • kā
salamander	sāl'ä • măn'dēr
ptarmigan	tär'mī • găn





*Japan Tourist Association*

It is easy to see why the Japanese people dearly love the beauty of their cherry blossoms.

paper, tied to the branches of the cherry trees, flutter in the wind. On the strips of paper, poems are written. The poems tell how much the people like the flowers. In Japan, cherry trees are raised for their flowers instead of their fruit. Double cherry blossoms are highly prized.

There are few wild animals in Japan. The wild animals that do live there hide in the mountains, far from towns and villages.

Japan's largest wild animal is the Yezo bear. This five hundred pound fellow lives in the northern islands. The Yezo bear is brown and white, with white breast-markings. The north is also the home of a black

bear. A full-grown black bear weighs only about 150 pounds.

Goat antelopes and wild pigs climb about the mountains. A kind of wild dog lives in the mountains, too. Its pointed nose and bushy tail make it look like a raccoon. Its coat is like a raccoon's coat, too—yellow-tan to black in color. Most of the year, the wild dog hunts and fishes at night. In the winter it spends its time sleeping. The wild dog of Japan is the only wild dog in the world that sleeps all winter. Winter is a good time to trap the wild dog for its thick fur.

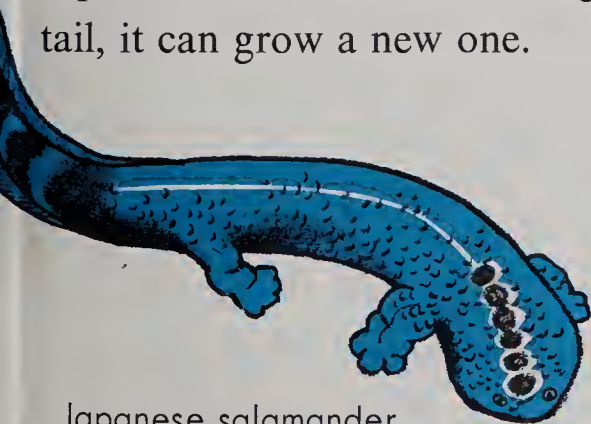
A fat little monkey makes its home on Hokkaido. It has a red face and a short tail.

Another kind of monkey lives in the pine groves of Japan. The monkey throws pine cones and stones at people who come near.

Wild Sika deer live in the forests of the north. Their coats change color with the seasons. Their summer coats are a rich brown with white spots. In winter the spots fade and their coats become dull brown. These deer do not seem to like cold weather. Perhaps in cold weather they are often hungry. Sometimes the deer attack people in the wintertime.

Japan also has rats, mice, and flying squirrels. It has harmless snakes, frogs, and toads. One kind of snake and a night lizard are dangerous. Their bites can poison people.

The Japanese salamander is the largest salamander in the world. It may grow to be six feet long. If a Japanese salamander loses a leg or its tail, it can grow a new one.



Japanese salamander

Japanese ptarmigan



Many birds live in the mountains and forests and along the shoreline of Japan. Among them are the finch, the thrush, and the nightingale.

Gulls, storks, cranes, and pelicans live on Japan's lakes and ponds. Some water birds, including the whooper swan, spend the winter months on Honshu.

Great vultures, hawks, and eagles circle high in the sky. Pheasants and grouse are plentiful and are hunted in many parts of Japan. The Japanese ptarmigan lives in the highest of the Japan Alps. Like the ptarmigan in Alaska, it has feathers that turn white to match the winter snows.

Animals and plants help make Japan the special kind of country it is. Whatever the place or the season, the Japanese people spend some of their time admiring the beauties of nature.





## QUESTIONS to ANSWER

1. What kinds of trees grow both in Japan and in the United States?
2. What is the national flower of Japan? What is your state flower?
3. What are the names of some of Japan's wild animals?
4. What are the names of some of the birds that live in Japan?
5. How do the Japanese people show their liking for cherry blossoms?



## QUESTIONS for TEAM DISCUSSION

1. Why do Japan and the United States have different kinds of trees?
2. How may trees, flowers, birds, and animals affect people's daily lives?
3. What may be a reason that Japan has few large wild animals?
4. What may be a reason that Sika deer sometimes attack people in the winter?
5. Are there any Japanese trees or plants in our country?



## ACTIVITIES

1. Try to find and bring to class a poem in praise of a tree, a flower, a bird, or an animal. If you wish, you may write such a poem yourself.
2. There is a picture on page 29 of a Japanese salamander. Try to find or draw a picture of a salamander that lives in the United States. Be prepared to point out the differences between the two.
3. There is a picture on page 29 of a Japanese ptarmigan. Read in other books or in magazines about the Alaskan ptarmigan. Be prepared to tell the class what you learn.

4. Plan a nature walk. Watch the birds and listen to their songs. Try to find out what kinds of birds they are.
5. Find or draw pictures of cherry blossoms, chrysanthemums, iris, bamboo, or pine trees.











## 2

# OUT OF THE PAST

People

History

Religion



Japan is in the Far East, or the Orient. "Orient" comes from a Latin word that means "rising." It is easy to see why the eastern part of the world was given that name. The people of the Orient are called Orientals. The people of the West, or the Occident, are called Occidentals.





## PEOPLE

**N**O ONE knows exactly when or how or why the first settlers came to Japan. Those first settlers may have been a people called the Ainu. It is believed that great numbers of them moved from Siberia long ago. They are hairy people and may be of the white race. The early Ainu lived by hunting and fishing.

About two thousand years ago the Ainu lived on all the islands of Japan. Later, people of the yellow race arrived from Asia. These people at-

tacked the Ainu with swords. The Ainu did not have very good weapons. They fought fiercely, but at last

### LEARN TO SAY:

Orient	ō'ri • ěnt
Occident	ōk'si • dĕnt
Occidental	ōk'si • dĕn'fāl
Ainu	t'nōō
Siberia	sī • bĕr'ī • à
Korea	kō • rĕ'ā





*Japan Air Lines*

This little boy will probably grow up to be a taller man than his proud father.

they were all driven north to Hokkaido.

There are not many Ainu alive today, but they did leave their mark on Japan. Many places in Japan were named by the Ainu. Mount Fuji is one. Fuji was the name of the Ainu goddess of fire.

For hundreds of years, settlers kept coming to Japan from Asia. Many of them came from China and from Korea. The Japanese today look more like those early people than like the early Ainu.

Most Japanese today have straight black hair. Their eyes are dark brown. The skin on the inside of their upper eyelids is pulled more tightly than ours. That gives their eyes the look we think of as Oriental. Their skin color is much like ours, only a little darker.

Most Japanese are not very tall. But the boys and girls of today are growing taller and stronger than their parents. This is because health habits in Japan are better than they used to be. More and more babies sleep in cribs instead of on the floor. Many mothers no longer tie their babies to their backs. In school the children sit on benches and chairs instead of on the floor. They take part in many kinds of sports. Most important of all, they eat more healthful foods than their parents used to eat. These changes are making the Japanese people taller and stronger.





SIBERIA

RUSSIA

KOREA

JAPAN

FORMOSA

CHINA

PHILIPPINE ISLANDS

# MIGRATION TO JAPAN







## QUESTIONS to ANSWER

1. Why do you think the eastern part of the world is called the Orient?
2. What do we call the people who live in the Orient? What do they call us?
3. Who were the first settlers in Japan?
4. How did Mount Fuji get its name?
5. What are some ways in which health habits are changing in Japan?



## QUESTIONS for TEAM DISCUSSION

1. What are some of the reasons Japanese people look more alike than Americans do?
2. What might be a reason that the Ainu moved from Siberia to Japan?
3. What may be some of the reasons so few of the Ainu are left in Japan? Do the Ainu make you think of the American Indians in any way?
4. How many things or places can you think of that have the word "oriental" in their names?
5. What are some of the places we may mean when we say "the East" or "the West"?



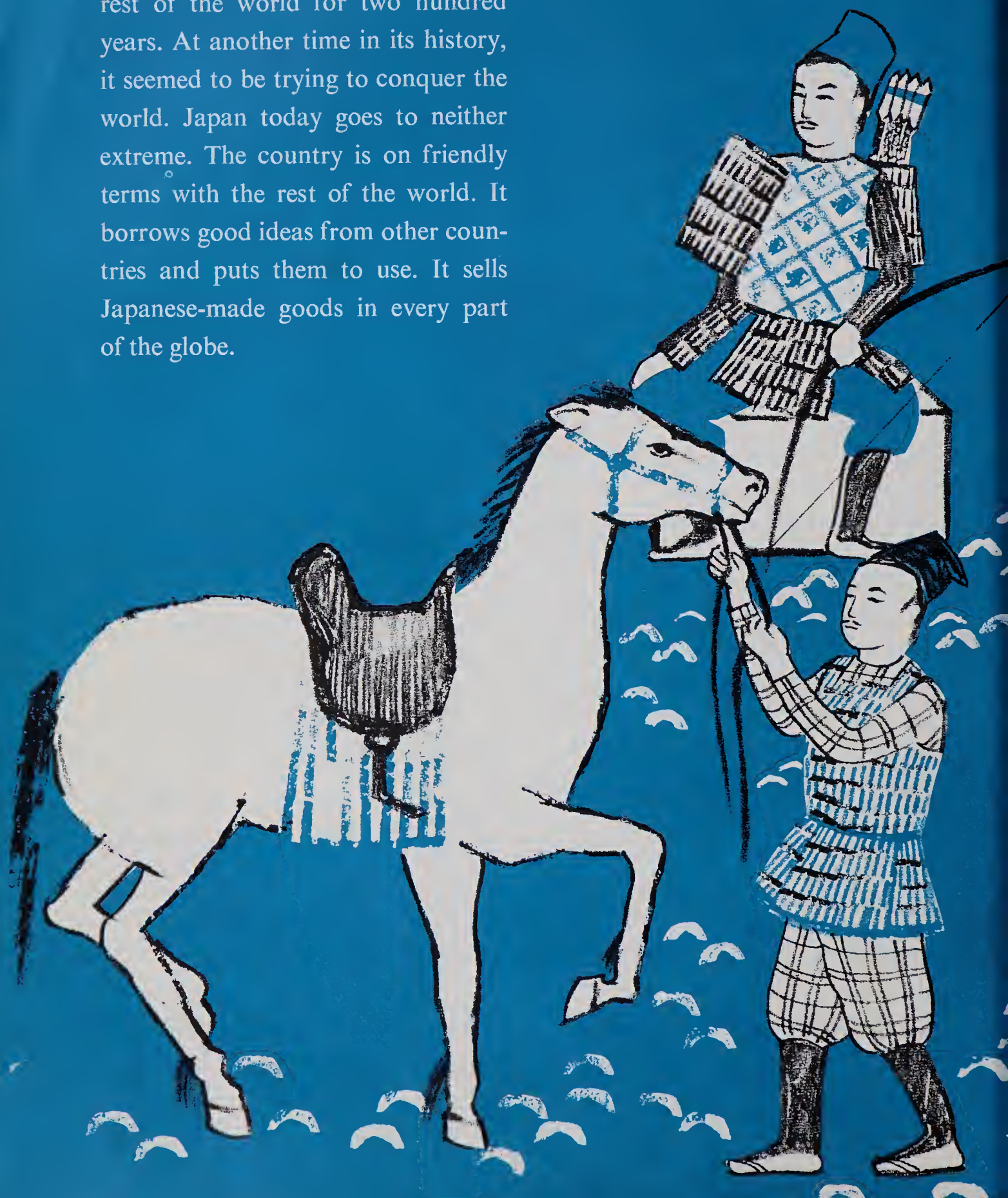
## ACTIVITIES

1. See the map on page 37. Find out what kind of traveling the Ainu did in order to reach Japan. Show how people from Asia may have reached Japan.
2. Collect and display pictures of Japanese people. Write one sentence about each picture.

3. Ask your librarian to help you find books or articles about the Ainu. Learn all you can about them. Be ready to tell the class what you have learned.
4. Try to find some figures that tell whether the height and weight of the average American have changed in the past one hundred years.
5. Look up the word "Occident" in a very large dictionary. (You may have to go to the library to find one.) Try to figure out why our part of the world came to be called the Occident.



Japan once shut itself off from the rest of the world for two hundred years. At another time in its history, it seemed to be trying to conquer the world. Japan today goes to neither extreme. The country is on friendly terms with the rest of the world. It borrows good ideas from other countries and puts them to use. It sells Japanese-made goods in every part of the globe.





## HISTORY



**N**O ONE knows just when Japan became a country. A good guess is that the country is more than two thousand years old.

When the settlers began to come from Asia, they gathered their families together in groups. Each group, or clan, was headed by a chief. Everyone believed that the chief was a god. The people in the chief's family held all the important jobs.

The clans often fought each other. Each group wanted to gain more power than any other group. After many years of fighting, one group of families did become more powerful than any other. Their chiefs became the rulers of Japan. Members of that family group have ruled Japan since the sixth century.

Still, for nearly a thousand years, different groups governed different

parts of the country. No emperor could bring all the groups together into one government. Even the capital was moved from one part of the country to another. First the capital was Nara. Later the capital was moved to Kyoto. At last, in 1590, it was moved to Edo. It has been there ever since. Only the name of the city has changed. Today Edo is called Tokyo.

#### LEARN TO SAY:

Nara	nä • rä
Kyoto	kyō'tō
Edo	ě • dō
Buddhist	bōōd'ist
shogun	shō'gōōn
samurai	sä'mōō • rī
Philippines	fil'ī • pēnz
Tokugawa	tō • kōō • gä • wä
Xavier	zā'vī • ěr
Meiji	mā'jē

During early times, Japan had no way of life, or culture, of its own. The Japanese copied many things from other countries. The Buddhist religion came from India by way of China and Korea. The kimono was copied

from a style worn in China. Buildings in Japan looked like Chinese buildings. The Japanese language was full of Chinese words.

Then, little by little, Japan began to build its own culture. The government of Japan stopped dealing with the government of China. Writers and artists began to write books and paint pictures that were different from Chinese books and pictures.

The form of government in Japan changed, too. The emperor was still thought of as a god, but he did not really rule. Members of a powerful family became the real rulers. They ruled both the emperor and the country. Later the rule was taken over by other families. Sometimes a family of soldiers would rule. Rulers belonging to such families were called shoguns. The word *shogun* means general, or commander in chief of the army. When a shogun was in power, the government was called a shogunate. The shogunate was protected by warriors called *samurai*.

The *samurai* taught all Japanese boys that it was a great honor to suffer or die as a soldier. Many of



*Dohrmann's, San Francisco*

This scene is part of a beautiful screen painted about eight hundred years ago. It shows a battle in the last Samurai war.

they did die, in fierce civil wars that went on for years.

The civil wars came to an end near the close of the sixteenth century. They ended when one family group became so powerful that no other group could fight them.

When the fighting ended, trade increased. Japanese traders traveled to Southeast Asia, the Indies, and the Philippines. But just when trade was going well, it was suddenly stopped. All traders were called home. No ships were allowed to enter or leave Japan.

Japan was ruled at that time by the shoguns of the Tokugawa family. They were afraid of outsiders. St. Francis Xavier had visited Japan in 1549. He brought Christian missionaries with him from Europe. Many Japanese became Christians. The shoguns were afraid that the missionaries would try to rule Japan.

The soldier-rulers were cruel to the missionaries for many years. Then the shoguns said that all missionaries and all people from Europe must leave the country. Finally they said that no one from any other country could come to Japan. Japan would no longer trade with other countries. The island nation was shut off from the rest of the world.

Then the Tokugawa family made new rules. The rules were supposed to keep the country from changing.





The shoguns divided the people into classes. The classes were: soldiers; farmers; craftsmen; and merchants. No one was allowed to move from one class to another.

Many countries tried for years to be allowed to send ships to Japan. Then, in 1853, the President of the United States sent Commodore Matthew Perry to Japan. Perry brought a letter from the President, asking Japan to trade with other countries. Perry promised to return the next year for the emperor's answer.

In 1854, the United States and Japan became friends. They agreed to trade with each other.

Japan needed a strong emperor at this time. The shoguns were not governing well. In 1867, Emperor Meiji came to the throne. He was only fifteen years old at that time, but he became a powerful emperor. He was also a good emperor.

In 1889, Emperor Meiji set up a new form of government. For the first time, the people had some part in helping to make the laws. When Emperor Meiji died, the people felt that they had lost a friend.

Next in their history, the Japanese began to take over new lands. Japan won wars against China and Russia. During World War I, Japan took land that had belonged to Germany. This gave the Japanese leaders a feeling of power.

On December 7, 1941, Japan attacked Pearl Harbor, Hawaii. Hawaii was not yet a state, but it was part of our country. Many of our ships and planes were there. When Japan attacked, the United States went to war with Japan. That part of World War II lasted until August 14, 1945.

Japan lost that war. Two of its most important cities were destroyed by atomic bombs. But on September 8, 1951, Japan and the United States agreed to be friends again.

During the years after the war, Japan was governed by the United States Army. The United States wanted Japan to become a country governed by her people. The United States Army helped the Japanese make laws like ours.

In 1956, Japan became a member of the United Nations. It is again one of the great countries of the world.



craftsman



merchant





*Library of Congress*

When Commodore Perry came back to Japan in 1854, a great Japanese artist named Hiroshige was in Yokohama. Hiroshige made this wood-block drawing of one of Perry's ships.





## QUESTIONS to ANSWER

1. How many years ago was the beginning of the sixth century?
2. What is the capital of Japan today? What was the old name of that city?
3. What were the ruling soldiers called?
4. Why did the Tokugawa family stop Japan's trade with other countries?
5. Into what classes did the Tokugawa family divide the people of Japan?



## QUESTIONS for TEAM DISCUSSION

1. In what ways would having classes of people help or harm a country?
2. Have any American ports ever been closed to trade as Japan's were?
3. What are some of the things that would happen if we closed ourselves off from the world now as Japan once did?
4. Why did the United States send Commodore Perry to Japan?
5. Why did the United States want Japan to have a government like ours?



## ACTIVITIES

1. Locate on a map three cities that have been Japanese capitals.
2. Read in other books about Emperor Meiji, St. Francis Xavier, or Commodore Perry. Be ready to tell the class what you have learned.
3. Collect and arrange pictures of Japanese soldiers of long ago.
4. Read stories and articles about the United States Army in Japan after World War II. Try to find an army officer who was in Japan at that time. Invite him to tell the class about some of his experiences.
5. Make up a list of questions about the history of Japan.

There are two main religions in Japan. They are Shinto and Buddhism. Shinto, which means "the way of the gods," is the oldest religion. It dates back to the very beginnings of Japanese history. In the sixth century, the Chinese taught the Japanese about Buddhism. The worship of Buddha has affected Japanese life in many ways. Many people in Japan today believe in both Shinto and Buddhism. Both of these religions teach respect for the heads of families.







## RELIGION

THE Shinto religion has many, many gods. It teaches that there are gods, or spirits, in people, nature, and things. The greatest of all is the Sun Goddess. Until a few years ago, each emperor was believed to be related to the Sun Goddess. The goddess was worshipped, and so was the emperor.

The present emperor has told the people that he is not a god. Today the emperor is honored only as a man.

True believers still worship other Shinto spirits. They worship the spirits of animals, waterfalls, trees,

### LEARN TO SAY:

Shinto	shĭn • tō
Buddhism	bōōd'izm
torii	tō • rē
pagoda	pă • gō'dă
Kamakura	kă • mă • kōō • ră



rivers, rocks, and storms. They worship the spirits of food and of many other things. They honor the spirits of members of their families who lived long ago.

Shinto families have small shrines in their homes for their own family spirits. The families may also visit larger shrines. They do not go to shrines only on a certain day. They may go on any day of the week. When they reach the shrine, they pull a rope that rings a bell. Then they clap their hands three times. This gets the attention of the gods. Next they say a prayer and leave a coin in the offering box. They may ask the spirits of nature to keep them safe

from floods, earthquakes, and storms. They may pray for a good harvest.

Shinto parents take their babies to a shrine. There the priest writes down the baby's name and date of birth. The god of that shrine is asked to watch over the baby.

Boys are taken back to a shrine when they are three years old. They are taken again when they are five. Girls are taken when they are seven. Children of those ages may all go together to a shrine on November 15 each year. There the parents pray that the children will have good health and happiness. It is a special holiday. There are many happy Shinto holidays and festivals.



stone lanterns

Buddhism, the other great religion in Japan, began in India some 2,500 years ago. It teaches certain ways of thinking. Buddhism teaches people to be unselfish and to lead good lives. It helps them to appreciate great art and fine books. It shows them how to find beauty in simple things. Buddhists try to live peacefully, no matter what happens.

The symbol of the Buddhist religion is a figure called Buddha. There are statues of Buddha at Buddhist temples. The most famous of the statues is at Kamakura. The statue has been there for more than seven hundred years. It is forty-two feet high.

★ When entering a Buddhist temple, people leave their shoes at the door. Inside, they toss a coin into a wooden box. Then they kneel and bow before a statue of Buddha. They pray that Buddha will make them good people. They place incense sticks in large burners. To tell Buddha of their prayers, they strike a gong.

Like Shinto believers, Buddhist families may have small shrines in their homes for daily worship.

Both Shinto shrines and Buddhist



*Ewing Galloway*

What makes this a typical Japanese scene?

Temples

temples have beautiful stone lanterns. Long ago, the lanterns gave light all the time. Now they are lighted only on festivals and holidays. At other times, they serve as lovely decorations.

At one time, everyone in Japan had to believe in Shinto. Today everyone in Japan is free to choose his religion. Some follow Shinto; some follow Buddhism; some follow both. There are also some Christians in Japan.



## QUESTIONS to ANSWER

1. Why did the Japanese worship their emperor?
2. In what way have the Japanese changed their thinking about the emperor?
3. What are the two main religions in Japan?
4. What does "Shinto" mean?
5. What is one thing taught by both the Shinto and the Buddhist religions?



## QUESTIONS for TEAM DISCUSSION

1. In traveling through Japan, what might we see that would tell us that the people are religious?
2. Why is it important to have freedom of religion?
3. What are some of the things a Japanese person might pray for? What are some of the things Americans might pray for?
4. Why do you think there are few Christians in Japan?
5. How have the two main religions affected the Japanese way of life?



## ACTIVITIES

1. Collect pictures of torii, temples, pagodas, shrines, and statues of Buddha. Make a collection of pictures of American places of worship. Mount them together on a bulletin board.
2. Read in other books about the life of the founder of Buddhism. Be ready to tell the class what you have learned.
3. Make or draw a pagoda.



4. Find Kamakura on a map of Japan.
5. Measure off forty-two feet on the playground. Try to think of something you have seen that is about the same height as the statue at Kamakura.







# 3

## A WAY OF LIFE

The Family

Houses

Foods

Clothing

Pets







## THE FAMILY

JAPANESE families are often very large. The oldest son and his family may live in his parents' house. His brothers and sisters live there, too. Grandfathers, grandmothers, and servants may live with them. All of these people treat one another politely. All of them share in the work.

The father is in charge of the home. He earns a living for the family. He

makes most of the important family decisions. In turn, his family honors him. He is served first during meals. He takes his bath first. In some families, even today, his wife calls him "my lord."

The mother buys food and clothing for the family. She cleans, mends, and sews. Like American mothers, she gets the children ready for school.



She tries to make sure they know their lessons. Many mothers belong to clubs made up of parents and teachers.

If the family lives on a farm, the mother helps in the fields. If they live in a city, the mother and father may both have jobs. Whatever a Japanese mother does, she does politely. She is most polite to her father, her husband, and her oldest son.

Everyone is polite to grandfathers and grandmothers. The family feels lucky to have old, wise people living with them. The grandparents do their share of the work, too.

Japanese children love and honor their parents. Among the first things a Japanese child learns are politeness and obedience. Sometimes it seems that even babies are polite! At least they cry very little. Perhaps it is because they enjoy being carried about on people's backs. A mother, brother, or sister may carry the baby that way. The baby may stay on a person's back

How many children can you find in this picture? Try to guess their ages. What are some of the things the picture tells you about these children?

even while that person works in the rice paddies.

Children are polite to older people and also to one another. They bow politely when greeting others. A deep bow shows great respect for the person greeted.

Children in Japan begin early to help with work around the home. Both at home and at school they try

*Joseph Nettis—FPG*





to behave well. They try never to do anything that might bring shame to the family.

Japanese parents like to have sons. Sons carry on the family name. Praise, honor, and gifts go to sons before daughters. When something nice happens, the oldest son is the first to enjoy it. He is given first choice over his younger brothers. When the father of a family becomes sixty years old, he gives up his duties. The oldest son becomes the head of the family.

A husband and wife may adopt a son if they do not have one. The new son is usually the younger son in another family. He takes the name of his new parents. He becomes their first son.

In the old days, parents always arranged marriages for their sons and daughters. This is still done in some families. A friend may be asked to arrange for the boy and girl to meet. The friend is called a "go-between." He may see that the young people meet at a party or a picnic. If the two do not like each other, that is the end of the matter. If they do like each other, they exchange gifts. If each

one keeps the other's gifts, that means they are engaged to be married.

A wedding in Japan goes on for three days. The marriage itself may be at a shrine, a temple, or the home of the boy's parents. Afterwards there is a big dinner. The dinner may be held at a hotel or restaurant.

The next day there is another big dinner. This one is at the home of the boy's parents. All the important people of the boy's village come to meet the bride. On the third day, the women of the neighborhood have a party. They want to meet the bride, too. After the party, the couple may go on a wedding trip. Most couples start setting up their new home instead. If the boy is an oldest son, the couple moves in with his parents. A younger son and his bride start a new home.

Most Japanese families enjoy doing things together. They read and listen to stories. They sing and listen to music. Often they take trips or walks to the country to enjoy the out-of-doors. They visit shrines or temples. The members of the family spend much of their time together.



## QUESTIONS to ANSWER

1. What are some of the duties of each member of a Japanese family?
2. Why does every Japanese family want a son?
3. In Japan, how do young couples show that they are engaged? How may an American couple mark their engagement?
4. How do Japanese people greet each other?
5. How do Japanese families feel about grandparents?



## QUESTIONS for TEAM DISCUSSION

1. If you were a child in Japan, how might your duties be different than they are now? How might they be the same?
2. Are all the children in a Japanese family treated alike? Are Japanese families alike or different from American families in this?
3. To what kinds of clubs do both American and Japanese parents belong?
4. How are some marriages in Japan brought about? What are some of the advantages and disadvantages?
5. What are some of the ways that Japanese people show honor to the father of the family? What are some of the ways American children show honor to their parents?



## ACTIVITIES

1. Give a play showing Japanese family life.
2. Find stories in your library about Japanese families. Prepare to read one to the class.

3. Write a story about a Japanese family. Share your story with the class.
4. Collect pictures of Japanese and American family life.
5. Arrange a bulletin board. Show how family life is the same in Japan and the United States. Show some of the differences.











## HOUSES

JAPANESE homes are neat and simple. They are well suited for the Japanese way of life.

All the houses are built in much the same way. Most of them have wooden sides and paper windows. Sometimes the outside walls are made of mud mixed with rice straw. Then the walls are covered with a smooth coat of plaster. This helps keep out the winter cold.

Most houses are not painted, either

on the inside or the outside. The Japanese like the beauty of wood that is not painted.

Japanese houses are built for Japanese weather. A wide roof, usually of tile or straw, protects the plaster, the wood, and the paper windows. It also keeps out the glare of the summer sun.

Around most houses is a porch, or veranda. This helps protect the house in rainy weather.

## LEARN TO SAY:

<i>shoji</i>	shō • jē
<i>fusuma</i>	fōō • sōō • mǎ
<i>tokonoma</i>	tō • kō • nō • mǎ
<i>tatami</i>	tä • tä • mē
<i>kotatsu</i>	kō • tä† • sōō
<i>hibachi</i>	hē • bǎ • chē

Most houses do not rest on the ground. They are built up on stones. This keeps the floor boards off the damp earth. |

The beams of a Japanese house are fitted together loosely. During earthquakes, the house moves back and forth, but does not fall.

Paper windows called *shoji* slide back and forth. They may be taken away altogether. Screens may be put in their places if the sun is hot. Most houses have wooden shutters, too. These may be closed at night, in bad weather, or when the family is away.

The number of rooms in a house may change several times a day! The number depends on what the family is doing. When they are sleeping, more rooms are needed. If they are

entertaining, they may make the house into one big room. The rooms are separated by movable walls called *fusuma*. The walls slide back and forth easily. They may also be taken out completely. Many of the movable walls have beautiful decorations.

Every home has a special corner, or alcove, called the *tokonoma*. In this corner there is always a lovely picture, called a scroll. Below the scroll is a beautiful vase of flowers, leaves, or grasses. Some favorite family possession is also put here where all can see and admire it. A different possession may be put in the place of honor each day, each week, or each month. Visitors kneel before the *tokonoma* for a moment to enjoy its beauty. It is an honor for a visitor to be seated near this special corner.

Most Japanese homes seem to have less furniture than our homes. Furnishings are kept out of sight when they are not in use. The furnishings in any room may be changed several times a day. That is because the room may be used in more than one way. A room may be a dining room sometimes and a bedroom at other times.



Some families now have one room with tables, chairs, and lamps like ours. This room stays the same at all times.

In most ways Japanese homes look different from American homes. For one thing, the Japanese do not use beds like ours. The family sleeps on pads on the floor. They use sheet-covered quilts and small hard pillows. These are kept in a closet until time to go to bed. In the morning, the quilts and pillows are aired in the

sunshine. Then they are stored in the closet again.

On the floor of each house are several straw mats. These mats, called *tatami*, are each three feet wide and six feet long. The Japanese people not only walk on these floor coverings, but sleep and sit on them. Sometimes lovely silk cushions are placed on the straw mats.

Anyone entering a house in Japan leaves his shoes at the door. The shoes are placed on a step or in a closet.

Japanese gardens, like this one, often seem almost like part of the house. What are some of the things that make this garden seem like a part of the house?

Fouquet





Japanese bed

only after being washed is one allowed to soak in tub (square) for relaxing + soaking

running water + steaming water.



Japanese bathtub

There are very good reasons for this. Shoes might break the pretty straw *tatami*. They certainly would leave dirt and germs on the mats. For these reasons, no one wears shoes inside a house in Japan.

Japanese houses are heated by flat charcoal-burning stoves called *kotatsu*. On cold winter nights, a quilt is placed over the *kotatsu*. The family gathers around. Hands and feet are tucked under the quilt. Everyone stays cozy, warm, and close together.

Another kind of stove is the *hibachi*. It is a small charcoal burner, used both for cooking and heating. The *hibachi* is small enough to be carried easily from room to room. Rice, tea, and other foods can be kept warm on a *hibachi* placed beside the table. *Hibachi* have been used in Japan for hundreds of years.

Although most Japanese still use *hibachi* for some things, they also have modern stoves. Many kitchens now have electric refrigerators. Most kitchens have running water.

The Japanese people enjoy bathing. They may bathe at home or go to a neighborhood bath house. Some





a quilt-covered kotatsu

Japanese bathtubs are square, some are round, and some are shaped like ours. Not all of them have running water. Many are just tubs into which water can be poured. Indeed they are not really *bath* tubs at all. The bathing, with soap and water, is done outside the tub. The tub is for relaxing and soaking after the bather is clean. For this reason, the water in the tub stays clean. The same water may be used by all the members of the family.

The tub at a neighborhood bath house may be as large as a swimming pool. Many people bathe, or soak, at the same time in the steaming water.

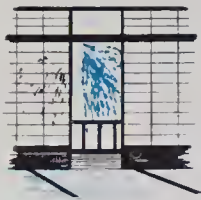
Some country homes are still lighted by oil lamps and candles. Children are taught to sit quietly when they are in such houses. They must not run or play. If they did, a lamp or candle might be knocked over. A fire would quickly destroy the house of wood and paper.

When a Japanese family wants a new house, they go shopping for it. Different parts of the house may be bought at various shops. Then the parts are brought to the building lot and put together. This is a good way to keep building costs quite low.

In many Japanese homes, the garden is almost a part of the house. If possible, the rooms open onto the garden. Garden trees and plants make leafy shadows on the *shoji*.

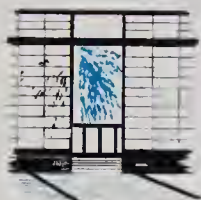
Most of the gardens are very small. The Japanese make them look larger than they really are. One way to do this is by using very small plants and trees. Another is by leaving empty spaces. These tricks make gardens look larger. The uncrowded gardens make houses look larger. Gardens and houses together give a feeling of open space in a crowded country.





## QUESTIONS to ANSWER

1. Why are most Japanese houses left unpainted?
2. What are *shoji*? How are they used?
3. What are *fusuma*? Do you think it is a good idea to use *fusuma*? Give your reasons.
4. What is a *tokonoma*? Do you think it is a good idea to have a *tokonoma* in each house? Give your reasons.
5. Why are shoes never worn in houses in Japan?



## QUESTIONS for TEAM DISCUSSION

1. In what ways does Japan's weather affect the way houses are built?
2. How are *hibachi* and *kotatsu* used? Can you compare *hibachi* and *kotatsu* with anything used in American homes?
3. What makes a garden seem like part of the house? What may make a garden seem larger than it is?
4. In what ways are Japanese homes like yours? In what ways are they different from yours?
5. What may be a reason that some Japanese homes now have one room with furnishings like ours?



## ACTIVITIES

1. Collect and display pictures of American and Japanese homes.
2. Try to make a list of some ideas that American builders have borrowed from the Japanese.

3. Arrange a classroom *tokonoma*. The class may vote on what favorite possession should be shown there each week.
4. Make a drawing of the inside of a Japanese home. Show scrolls, *tatami*, *shoji*, *kotatsu*, a low table, a vase of flowers, and a *hibachi*.
5. Make a *shoji* screen. You will need leaves, colored strings or threads, a few flower petals or bits of flat decoration. Arrange these things in a design on a piece of waxed paper. Ask your teacher to help you press it with a hot iron. Make a paper frame for your *shoji*.









## FOOD



TO the Japanese, the way food looks is as important as its taste. All foods look pretty, being arranged by color and design. All are beautifully served. If possible, meals are always eaten in beautiful surroundings.

Most food in Japan is very simple. But special little things may be added to it. Sauces and bits of vegetables are used. These give the same food different tastes.

Rice is the most important food in Japan. Rich and poor alike eat rice every day. Some people eat as much as three or four bowls of rice at a

meal. Rice may be served hot or cold, alone or with vegetables. A favorite dish, made with rice and raw fish, is *sushi*. Sometimes *sushi* is wrapped in seaweed. It is always served cold. Little cakes, called *mochi*, are served at New Year's. They are made from rice that has been steamed and pounded into paste.

Fish is another important food. Its protein helps children grow and be strong and healthy. Mackerel, sardine, octopus, and eel are all good to eat. The Japanese prepare them in many different ways. They may serve fish raw, cooked, dried, or salted.

Most Japanese vegetables are young, small, and tender. They are served either cooked or pickled. Beans, radishes, cabbages, onions, carrots, bamboo shoots, egg plant, and sweet potatoes are especially good.

*Daikon* and seaweed are good, too. *Daikon* is a kind of radish. Seaweed is a vegetable from the sea.

LEARN TO SAY:	
sushi	sōō • shē
mochi	mō • chē
daikon	dī • kōn
miso	mē • sō
sake	sā'kē
sukiyaki	skē • yā • kē
tempura	tēm • pōō • rā
yakitori	yā • kē • tō • rē

✧ Soup is served with most meals. It may be made from fish, bean curd, pork, or fish heads. *Miso* soup is different from any of our soups. *Miso* is made from soybeans. It may taste sweet or salty. It may be red or white. *Miso* is also used as a sauce for meat or vegetables.

The Japanese eat duck, chicken,

and some pork and beef. They do not eat nearly so much meat as we do, though. Each person in the United States eats about 160 pounds of meat a year. Each person in Japan eats only about nine pounds.

✧ People in Japan eat lots of fresh fruit. Dessert may be a big beautiful peach or some mandarin oranges. Most people take a bag of tangerines with them when they travel or go to the theater.

✧ Everyone in Japan drinks tea. Green tea is used more than black. It is served with meals and between meals. The act of serving tea is an important art. A Japanese girl may spend two years learning the tea ceremony.

✧ People also drink soft drinks, beer, and wine. *Sake* is a wine made from rice and water. Some people like their *sake* cold, most drink it hot.

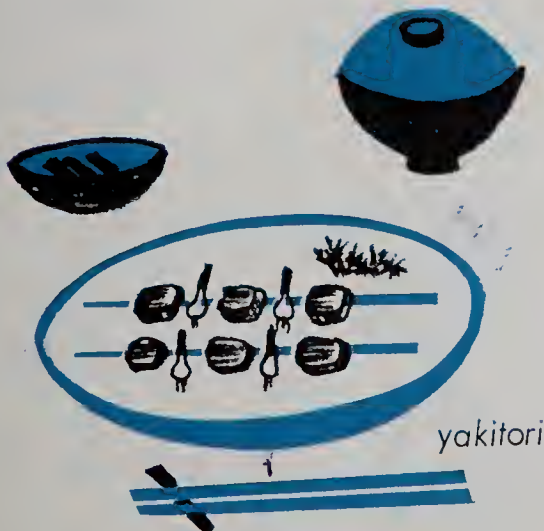
Most meals are served on a low table. Like other furnishings, the table may be put away when it is not in use. At mealtime it is brought out and placed near the *tokonoma*. Members of the family sit on the *tatami* around it. The *hibachi* may be brought



sukiyaki



tempura



yakitori

in and the food cooked beside the table. The food is always served on pretty dishes. Each food is served in a different bowl. There are rice bowls, fish bowls, meat bowls, and so on. Soup bowls are usually made of red or black lacquer. Spoons and bowls may be made of a fine white china, called porcelain. The dishes are almost always served on trays. Both trays and dishes are admired by the family as they eat.

† Each member of the family has his own pair of chopsticks. Most chopsticks in Japan are made of wood. Some chopsticks look like ivory, but are made of plastic. At the end of a meal, the chopsticks are placed on small holders. Knives and forks are never used unless American food is being served. The Japanese have begun to use such foods as bread, milk, cream, cheese, and butter.

The Japanese people enjoy eating in restaurants as well as at home. They order *sukiyaki*, *tempura*, and *yakitori*. *Sukiyaki* is made with thin slices of beef, bean curd, vegetables, and noodles. These are usually cooked at the table. *Yakitori* is chicken,



roasted over the fire. *Tempura* may be made of shrimp, fish, or vegetables. Each piece is dipped in flour and water and fried in deep fat.

The restaurant owner knows that Japanese people want to look at something beautiful while they eat.

He may arrange a tiny garden or a bowl of flowers near the table. Restaurants, too, may have *tokonoma*.

Even the smallest lunch counter restaurant has beautiful dishes. And, whatever food is served, it invites both eye and appetite.





## QUESTIONS to ANSWER

1. What vegetable do the Japanese eat that we do not have?
2. What is the most important food in Japan?
3. What foods would you order when dining in a Japanese restaurant?
4. What are some vegetables that are raised both here and in Japan?
5. What are some of the things the Japanese make with rice?



## QUESTIONS for TEAM DISCUSSION

1. What food ideas have the Japanese copied from us? Do you think we have copied any from them?
2. How are meals in Japan alike and different from those in your home?
3. What is protein? Why is it important?
4. What may be the reasons the Japanese eat so much fish?
5. Do you think that mealtime is more enjoyable in American homes or in Japanese homes? Why?



## ACTIVITIES

1. Plan a menu for a Japanese family for one day.
2. Make a bar graph. Compare the amount of meat each person eats each year in Japan and in the United States.
3. Look in your grocery store for foods that come from Japan. Make a list of the foods.
4. Bring chopsticks to class. Invite an expert to teach you how to use them.
5. Collect and arrange Japanese bowls and chopsticks in the *tokonoma*.









## CLOTHING

LIFE in Japan is changing from old ways to new. The process of change is clearly shown by the clothes the people wear. Very old people still wear the kind of clothes their ancestors wore. Children are usually dressed in clothes like ours. Clothing like ours is called western style. Almost everyone wears some type of western clothing sometimes. And almost everyone sometimes wears the styles of their ancestors. The old styles and the new are often seen side by side in the streets of Japan's cities.

One of the most important pieces of clothing in Japan is the kimono. Once upon a time it was worn almost everywhere by everyone. But

new ways of life have brought changes. The Japanese find other kinds of clothing better suited to present-day living. It would not be safe to wear a kimono while working in a factory. The long, loose kimono might get caught in the machinery. Office workers find that the wide sleeves of a kimono get in their way. It is harder to drive a car or ride a bicycle in a kimono than in western dress. So, although most Japanese own more than one kimono, they do not wear them to their work. They wear suits and dresses like ours. They may change their western clothing for kimonos when they get home. Kimonos are also worn on holidays.



kimonos with obi

The kimono is usually long. It may be made of silk or cotton, with wide sleeves that serve as pockets. A kimono has no buttons, hooks, or zippers. It is held in place by a very wide sash called an *obi*.

The *obi* is made of stiff material about a foot wide. It is about five yards long. Women wear the *obi* tied in a big bow in back. The way the bow is tied tells whether the wearer is married or single.

A silk cord is worn around the waist over the *obi*, passing through the bow. It is worn above the *obi* with the ends tucked under in front. This

cord, sometimes plus a silk scarf, adds a bright touch of color.

The color of a lady's kimono depends on her age. Young women wear bright or light colors. Women past middle age usually wear navy blue, black, or brown, with a small pattern.

A man's kimono is also dark in color. Children's kimonos are gaily colored, as are all the kimonos worn on holidays.

In winter, the kimono is padded for extra warmth. A woman who wears her kimono outdoors usually puts a short coat over it.

On hot summer nights, a loose cotton kimono called a *yukata* is worn. The *yukata* is white with dark blue and black patterns. It looks lighter and cooler than an ordinary kimono.

The kimono is not the only kind of Japanese clothing still worn in Japan. The kind of clothes a person wears depends on what he is doing. Some workmen wear short cotton pants and a short blue cotton jacket. The jacket is called a *happi*. On the back of the *happi* is a design that shows the worker's trade.

Women who work in the fields wear *mompei*. *Mompei* are baggy pants, tied at the ankles. But a woman working in her garden does not wear *mompei*. She just ties back the sleeves of her kimono and tucks up the long skirt.

Many boys and girls wear western-style uniforms to school. Some of the boys wear small caps showing the name of their school. When they are not in school, Japanese children, like American children, wear shorts or jeans. They wear their gay kimonos on important holidays.

The Japanese usually wear western-style shoes with western-style clothes. With kimonos and other Japanese

clothes, they wear shoes that are very different from ours. Japanese shoes are of two kinds: *geta* and *zori*.

*Geta* are wooden clogs with raised platforms. These wooden platforms may be three inches high! *Geta* are worn outside in wet weather. Their platforms keep the feet away from the wet ground.

Sometimes *geta* are very fancy. They may be covered with lacquer. Flowers may be painted on them. Sometimes silk or velvet is used for the straps that hold them on. But all *geta* make the same sound—a loud tapping as the wearer walks along.

*Zori* are like sandals. They are worn when the ground is dry. *Zori* may be made of straw, leather, or heavy cloth. They are held on the feet by straps. The straps fit between the big toe and the other toes.

Instead of stockings, the Japanese wear a kind of socks called *tabi*. *Tabi* are made of cotton, silk, wool, or velvet. The sole of the *tabi* is made of heavier cloth.

*Tabi* reach just above the foot, leaving the rest of the leg bare. *Tabi* are worn in the house. When a person

### LEARN TO SAY:

obi	ō • bē
yukata	ū • kä • tä
happi	häp • pē
mompei	mōm • pā
geta	gě • tä
zori	zō' rē
tabi	tä • bē
kasa	kä • sä



goes outside, he puts on *zori* or *geta* over the *tabi*.

A man wears black *tabi* unless he is going to a special meeting. Then he may wear white. Women's *tabi* may be white, red, or other colors.

Workmen everywhere in Japan wear hats. They wear hats of many kinds, sizes, and shapes. All are quite large in order to protect the wearer from the hot sun.

Sometimes workmen make their own hats. They use paper sacks with the tops rolled into little knobs. Sometimes they roll small towels and tie them around their foreheads. Farmers in the rice paddies wear hats of woven straw.

With western-style suits, men wear western-style hats or caps. Women may tie scarves around their heads when they work outside. They may wear fancy headdresses on special occasions. But a Japanese woman almost never wears a hat. She never wears a hat when she is wearing a kimono.

Most of the time, women carry parasols to protect themselves from the sun. To keep off the rain, men and



*zori*



*geta*

*tabi*



women carry umbrellas called *kasa*. *Kasa* are heavier than our umbrellas. They have ribs of bamboo, covered with oiled paper or silk. Rain cannot get through the covering. There is a ring on the bottom tip of the *kasa*. When not in use, the umbrella is carried by this ring. People in the country wear straw raincoats or capes.

In Japan both men and women carry fans. There are folding fans, and there are round fans that do not fold. Some fancy fans have pretty pictures or poems on them. It is comforting to have a fan when the weather is hot and sticky.

Japanese fashions bring together the past and the present, the East and the West. They help to show how ways of life are changing in Japan.



*Japan Tourist Association*

See how many of these you can find in this picture: kasa; obi; kimono; geta; fan; bamboo.



## QUESTIONS to ANSWER

1. Why do many Japanese working people wear western-style clothes?
2. What might we wear instead of *geta*? What might we wear instead of *zori*? What might we wear instead of *tabi*?
3. How does a Japanese woman protect herself from the hot sun?
4. What clothes does a Japanese woman wear while working in the fields? What might she wear while working in her garden?
5. What kinds of hats do workmen wear in Japan?



## QUESTIONS for TEAM DISCUSSION

1. If you were a Japanese child, what would you wear when a guest came to visit? What would you wear outside to play? What would you wear to school?
2. How do styles in clothes show that life in Japan is changing? How have changes in our way of life affected American styles?
3. Can you think of any workmen in this country who wear coats that are like *happi* coats in any way?
4. How do Japanese fashions bring together the past and the present?
5. How do Japanese fashions bring together the East and the West?



## ACTIVITIES

1. Make a kimono or *happi* coat.
2. Hold a Japanese fashion show. Each person in the class may model one item of Japanese clothing.



3. Make a round or folding fan out of heavy paper. Then draw a design or write a very short poem on the fan.
4. Draw pictures or make a list of the different kinds of clothes you might see being worn on a city street in Japan.
5. Collect pictures of Japanese clothing. Display the pictures on a bulletin board.

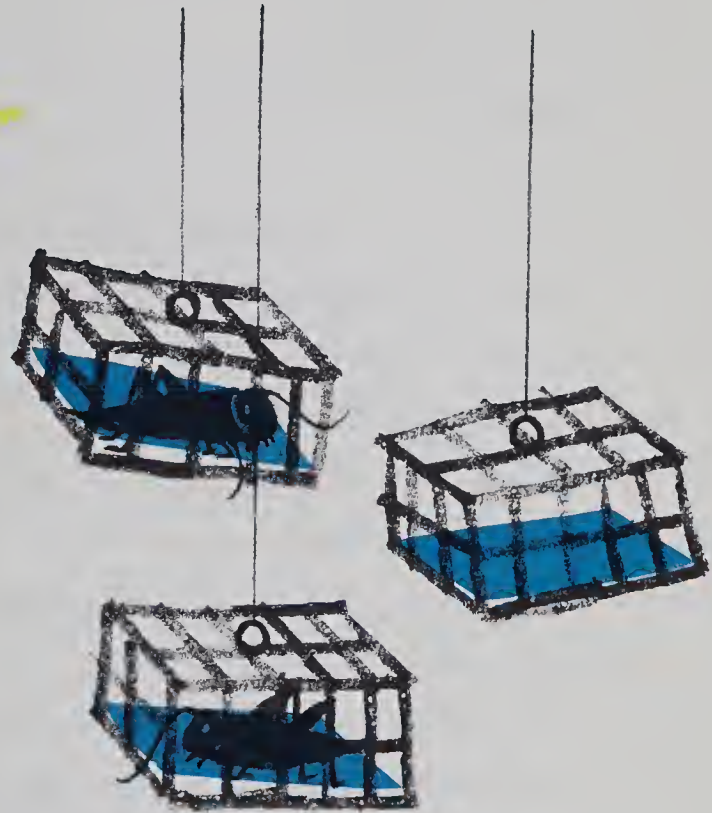


My pet firefly  
Glow in the warm summer night,  
A living candle.

*Marcia Percal*  
Grade 4



## PETS



JAPANESE children, like children everywhere, love animals. But Japan is a crowded country. Most families have no space for large pets. Most Japanese children do not have pet dogs and cats. They have very small pets. Crickets, fireflies, and goldfish are favorites in Japan.

Japanese people like the sound of a cricket's chirping. They hear it as beautiful music. Sometimes families

take trips to the country just to listen to the crickets' music. One cricket, they say, sounds like a violin. Another may sound like a mandolin, and a third like a silver bell. After listening to the crickets, the children may catch one to take home. It is put inside a cage and kept as a pet. The children take good care of it and are proud of its music.

Fireflies make good pets, too. They



are sold by men who go from house to house. They are also sold on the streets or in the stores. Children like to go out in the evening to catch fireflies. Some people believe that fireflies are the spirits of soldiers who died in battles long ago.

Once a year a day is set aside for freeing insect pets. Some people buy insects just to bring them to a park on that day and set them free.

In the spring, rich and poor alike buy goldfish. Bright-colored goldfish are cheap and easy to care for. People like the bright-colored pets. It is fun to watch them swim.

Once, about a thousand years ago, cats were unknown in Japan. Then someone sent some cats from Korea as gifts to the Japanese emperor. People began to believe that cats brought happiness and good fortune. The emperor's cats were given the same rights and honors as the people in his palace. The emperor even saw to it that the cats had their own servants and ladies-in-waiting. Soon people outside the palace began to keep cats as pets. Today any family with enough room enjoys having a cat as a pet.

Japanese goldfish



People with lots of living space may have pet dogs. Most of the time the dogs are kept on leashes. The owners fear their pets might get lost or be run over if they are loose. Pet dogs are loved and taken care of all their lives.



## QUESTIONS to ANSWER

1. What kinds of pets do Japanese children have?
2. Why are crickets often favorite pets in Japan?
3. Why are most pets in Japan small?
4. What do some Japanese believe about fireflies?
5. How may a cricket's chirping sound to the Japanese?



## QUESTIONS for TEAM DISCUSSION

1. What different kinds of insects might you see or hear in your own yard?
2. What Japanese pet would you like best?
3. Have you heard of any unusual pets in this country?
4. Do American children ever take trips to see certain kinds of animals?
5. Why should all pets be treated kindly?



## ACTIVITIES

1. Make a mural. On one half, show Japanese children with their pets. On the other half, show children and pets in the United States.
2. Look in a science book for information about crickets. Find out how they make their music. Tell the class what you learn.
3. Find out how to care for pet crickets and fireflies. Catch a cricket and keep it as a pet.
4. Find out how fireflies make light. Try to catch one.
5. Try to find the full story of how cats were brought to Japan. If you wish, you may write your own story of how it came about.









# 4

## COMMUNICATIONS AND TRAVEL

Language

Means of Communication

Transportation







## LANGUAGE

**J**APANESE school children spend a great deal of time learning to write. Japanese is often written with a brush instead of a pen. Writing done with a brush is called calligraphy.

The Japanese learned from the Chinese how to write signs, or characters, with a brush. Each sign, or character, meant a word. The Japanese call that kind of writing *kanji*. *Kanji* is still a way of writing in Japan.

There are about thirty thousand *kanji* signs in the Japanese language. No one knows all of them. A fair reader must know at least two thousand *kanji* signs. A good reader needs to know many more.

People admire the *kanji* words because they look so pretty. Sometimes a beautiful scroll is made up of two or three *kanji* signs drawn with a brush.



The Japanese language is also written with *kana* signs. There are forty-eight *kana* signs in all. Each of them means a syllable instead of a word. The *kana* syllable-signs are put together to make words.

*Kana* may be written in two ways. It may be written with straight up-and-down lines. These look something like our printed words. But *kana* may also be set down with rounded strokes. That kind of *kana* looks a little like our hand-written words.

Newspapers, magazines, and books may be printed in either *kanji* or *kana*. In most books the Japanese signs are in up-and-down lines. They are read from top to bottom and from right to left. In reading a book, the Japanese begin at what we call the back.

They read toward what we call the front.

Sometimes the Japanese language is written with English letters. This kind of writing is called *romaji*. In this way of writing, each vowel always sounds the same. If you know the vowel sounds, you can say the Japanese words. *Romaji* seems to be much easier to learn than other kinds of Japanese writing. Many people have tried to get the Japanese to use *romaji* all the time. But the Japanese are proud of their way of writing. Besides, it would be a very big job to reprint all the books in *romaji*.

The Japanese language is not the same in all parts of Japan. Differences in the way a language is spoken are called dialects. The dialect spoken in southern Japan may not be understood by people in northern Japan.

There is no "l" sound in the Japanese language. When a Japanese person says an English word with an "l" in it, the "l" sounds like an "r." Sometimes English words are added to the Japanese language. An "o" or a "u" is added to the English word. A school boy may ask you to play

#### LEARN TO SAY:

<i>kanji</i>	kän • jē
<i>kana</i>	kä • nä
<i>romaji</i>	rō • mä • jē
<i>besu-boru</i>	bě • sōō • bō • rōō
<i>chichi</i>	chē • chē
<i>otosama</i>	ō • fō • sä • mä

日本

"Japan" written in kanji

にっぽん

"Japan" written in kana

Nippon

"Japan" written in romaji

*besu-boru* with him. He is asking you to play baseball.

The politeness and good manners of the Japanese people show up in their language. Often the letter "o" is placed before certain kinds of words. It shows respect for the person spoken to. In speaking of his own father, a Japanese may use the word *chichi*. In speaking of the father of a friend, he may say *otosama*. That is rather like saying "your honored

father" instead of just "your father."

The Japanese way of answering questions is different from ours. Suppose the question were, "Haven't you any rice?" The answer might be, "Yes, I have no rice." If the person did have rice, he would answer, "No, I have rice." No wonder that Japanese is a hard language for us to learn. No wonder that the Japanese have trouble learning English.

There are many interesting things about the Japanese language. The Japanese use the same word whether they mean one thing or several things. We would say "one kimono" and "two kimonos." The Japanese say "two kimono." Of course we do the same with some of our words. We say "sheep" whether we mean one sheep or two.

People from other countries can learn to speak Japanese well. Very few people who are not Japanese ever learn to write the language well.



writing brush and inkstone



## QUESTIONS to ANSWER

1. What is the word for writing that is done with a brush?
2. What does a *kanji* sign stand for?
3. What does a *kana* sign stand for?
4. What is a dialect?
5. How would you say “baseball” in Japanese?



## QUESTIONS for TEAM DISCUSSION

1. What are some differences between Japanese and English?
2. Are there dialects in the United States?
3. How does Japanese politeness show in their language? Can you think of any ways in which we show politeness through our language?
4. Why is it harder for people from other countries to write Japanese than to speak it?
5. Can you think of any Japanese words that have become part of our language?



## ACTIVITIES

1. On pages 91 and 93 are pictures of Japanese characters. Make some large characters with a brush. Hang the nicest pieces of calligraphy in the *tokonoma*.
2. Learn to say some of the Japanese phrases listed in the back of this book.
3. Visit a store and look for articles with Japanese labels.
4. Make up some sentences using pictures instead of words.



5. Figure out how many *kanji* and *kana* signs you would have to learn to be a fair reader of Japanese. How many English signs did you have to learn in order to read English?







## MEANS of COMMUNICATION

**B**EFORE there were airplanes, travel among Japan's islands was very slow. It took a long time for a letter to go from one island to another. Each letter had to go by special messenger. There were no post offices in Japan a hundred years ago.

The invention of the telegraph made the Japanese very happy. It was put into use between Tokyo and Yokohama in 1869. The Japanese people have kept it busy ever since.

Letters are hard to write in Japanese. Some people cannot write very clearly. Others do not know very many different word signs. A person does not need to write well to send a telegram. Sending telegrams in Japan

### LEARN TO SAY:

Nagasaki  
Shanghai

nä 'gä • sä 'kē  
shǎng • hī



is almost as common as the sending of letters is here.

In the year 1871 the Japanese government set up its first post offices. It started daily mail service. Also in that year Nagasaki, Japan and Shanghai, China were connected by ocean cable.

Later other cables connected Japan to other countries. Messages, called cablegrams, can be sent back and forth over these underwater cables.

In 1890 an even more important invention was brought to Japan. The telephone came into use. At first there were not nearly enough telephones to go around. Sometimes a person lucky enough to own one would sell it to another. Now there are plenty of telephones in Japan, and they are almost always busy! The government has charge of the telephone, the telegraph, and the cable systems.

Japanese people also keep in touch with the world and with one another through their newspapers. Newspapers may be printed in *kana*, *kanji*, or *romaji*. About twenty-four million people in Japan take a daily paper. Many people take more than one. The papers do not have much adver-



Three Lions, Inc.

What type of communication is seen here?

tising in them. The money the publisher makes comes from his readers, not from advertisers.

Often the people who write the newspaper stories do not agree among themselves. A story on the front page may seem to say, "This should be done." A story on an inside page about the same thing may say, "This should not be done." And on the back page, a third writer may disagree with both of the others. The publishers think this gives the readers a chance to make up their own minds.

Japanese people like to read magazines and books. More than twelve million copies of magazines go on sale each week. About two thousand new books are published every month. Some of them are books from other countries, written in Japanese. Many Japanese books are later written in English so that we may read them.

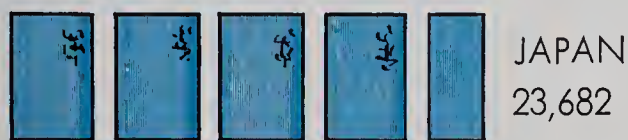
Not everyone has enough money to buy the books he wants. Sometimes people stand for hours in bookstores, reading the books they cannot buy. The book salesmen do not seem to mind.

In recent years radio and television have come to Japan. About half the families own television sets. It seems that every man, woman, and child has a transistor radio.

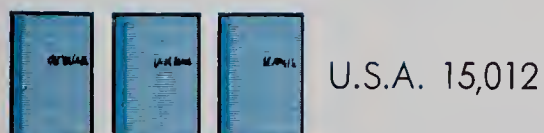
Some radio and television stations

are run by the government. People must pay to receive the programs. Other stations are run by private companies. Their programs have advertising. The sponsors pay for the advertising. The people do not need to pay to receive these programs.

Moving pictures are a favorite form of communication in Japan. Almost all the young people like to go to movies. So many people go to the movies that the Japanese need to make many motion pictures. They make more than any other people in the world. They also show American pictures in their theaters. It is said that Tokyo has more movie theaters than any other city in the world. Many films made in Japan are shown in our theaters, too. Many of these pictures have won prizes.



BOOKS PUBLISHED, 1960



FILMS PRODUCED, 1960





## QUESTIONS to ANSWER

1. In what year was the telegraph first used in Japan? How many years ago was that?
2. Why do many Japanese send telegrams instead of writing letters?
3. What two important means of communication were put into use in Japan in the year 1871?
4. What are some of the means of communication that keep Japan in touch with other countries?
5. What are some ways in which Japanese newspapers differ from ours?



## QUESTIONS for TEAM DISCUSSION

1. What does the word “communications” mean? How many things can you think of that are part of our communications?
2. Why is it important for a country to have good ways to communicate? Why is it especially important to Japan?
3. Why must people pay to use radio and television sets in Japan?
4. How can we tell that most Japanese people like to read?
5. Do you think it is a good idea for newspapers and radio stations to sell advertising?



## ACTIVITIES

1. Figure out how many years ago the people of Japan began to use the telephone. Try to find out when each of these came into use in the United States: telegraph, ocean cable, regular mail service.

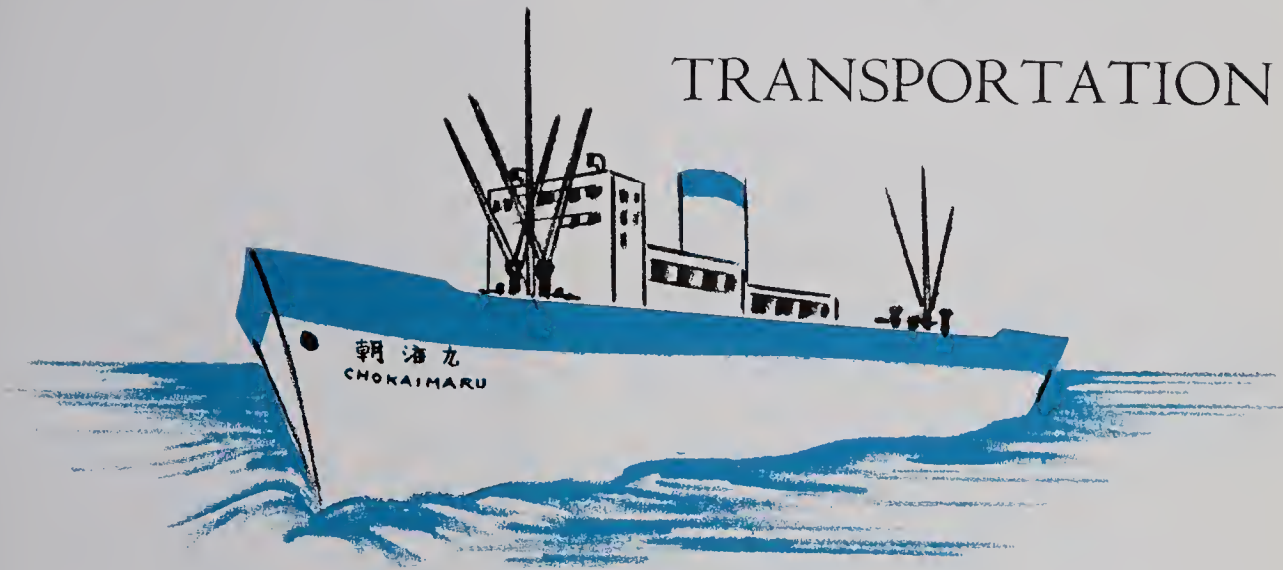


2. Try to find and bring to class a copy of a Japanese newspaper. Decide whether it is printed in *kana*, *kanji*, or *romaji*.
3. Pretend you are talking to a friend over the telephone. Show how you use good manners.
4. Find Nagasaki and Shanghai on a map. Figure out how far the first Japanese ocean cable reached.
5. Try to find and bring to class some stamps from Japan.





## TRANSPORTATION



**J**APAN has few freeways or highways. The many mountains make it hard to build roads. Besides, broad highways would take up land that the Japanese need for farming.

But a lack of good roads does not keep the Japanese from traveling. The trains and buses are always crowded. City traffic jams are far worse than ours. Planes, ships, and bicycles help to carry people from place to place.

The Japanese are proud of their train service. The trains are comfortable, and they run on time. When the first railroad was started, nearly a hundred years ago, Emperor Meiji made a speech. He told the people that the trains would open new ways to riches and happiness. Today the people who are in charge of the trains seem to try to live up to the emperor's words.

Some trains have sleepers, diners,



and comfortable chairs. Porters, train boys, and cleaning women work on the trains. Those who speak English wear red armbands. They help English-speaking visitors in Japan.

When a train stops at a station, passengers may get off. They may buy fruit, soft drinks, box lunches, and tea. But they have to hurry. The train stops for only two minutes!

There are railroad lines on all four of the main islands. A tunnel under the Inland Sea connects the islands of Honshu and Kyushu. People who live on one island may work on another. Electric trains take them back and forth.

The cities of Tokyo, Osaka, and Nagoya have subways and elevated trains. During rush hours, long lines

of people try to get on each train. At the same time, great crowds of people are trying to get off. All Japanese rail and subway stations are very busy places.

City streets are very crowded, too. One traffic jam in Osaka is said to have lasted for ten hours! Cars, bicycles, buses, three-wheeled trucks, taxis, streetcars, pushcarts, and motorcycles all fight for room. The noise is tremendous. All traffic keeps to the left side of the road, which makes the picture more confusing to Americans. The people of Tokyo hope that a monorail will help to solve their traffic problems.

Not many people have enough money to own cars. Those who do usually have small Japanese-made cars. There are very few American cars to be seen.

About half the people have motorcycles, but almost everyone has a bicycle. Farmers ride bicycles from their home to their rice paddies. Stores have messenger boys who ride bicycles. The boys carry trays of food, bundles of lumber, loads of firewood, and other packages.



messenger boy delivering lunches



Marc Riboud—Magnum

Men called "pushers" shove people inside crowded Tokyo trains so that the doors can be closed. Some trains also have "pullers." The pullers pull from the inside while the pushers push from the outside.

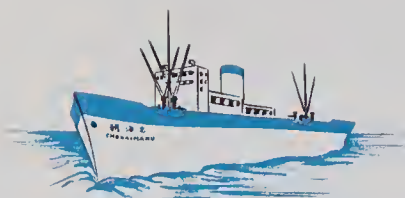
Because Japan is an island country, ships have always been important there. Even when Japan was closed to world trade, ships carried goods from island to island. Today ships of all kinds sail in and out of Japan's

harbors. Some ships carry goods from Japanese factories to other countries. Some ships carry goods from other countries, or from city to city within Japan. The most important harbors and bays are along the Pacific Ocean and the Inland Sea. The harbor cities of Kobe and Yokohama have many important factories.

A number of air routes connect Japan with other countries. Planes from all over the world land at Tokyo International Airport. Jet planes from America arrive there after a flight of a few hours across the Pacific.

Many Japanese passenger planes are decorated to look like Japanese homes. The passengers may wear *tabi* and *happi* coats in flight. Travelers from other countries enjoy these things very much. The Japanese enjoy air travel, too, but it costs too much for most of them.

Japan's islands are at the crossroads of the Pacific. Goods from all over the world are brought to the islands. Goods made in Japan are sold in every part of the globe. Transportation is a very important matter to everyone in Japan.



## QUESTIONS to ANSWER

1. Where are Japan's most important harbors and bays?
2. Why do few Japanese people travel by air?
3. If you were traveling by train in Japan, how would you know which workers on the train could speak English?
4. How does a person who lives on Kyushu get to work on Honshu?
5. On which side of the road do the Japanese drive? On which side do we drive in the United States?



## QUESTIONS for TEAM DISCUSSION

1. Why do the Japanese use so many different means of travel?
2. Why does Japan need ships?
3. Do you think farm land is more important to the Japanese than free-ways? Why?
4. Do you think you would like to travel in Japan?
5. Why might it be hard for us to travel in Japan? What could we do to make travel in Japan easier and more enjoyable for us?



## ACTIVITIES

1. Make a map of Japan. Show Japan's leading seaports.
2. Make a list of all the means of travel you might see on a street in Tokyo. Make the same kind of a list for a large American city.
3. Try to find the names of five countries where cars are driven on the left side of streets and highways.



4. Collect timetables to find out how long it would take to travel from your town to Japan by train and ship. How long would it take by plane?
5. Try to find a picture of a monorail.









# 5

## EARNING A LIVING

Farming

Using the Forests

Fishing

Mining

Manufacturing

Making Silk

Crafts



Japanese people love their farm land. It is what they prize most. Perhaps they prize it so highly because there is so little of it. The mountains, rivers, and lakes leave little room for farming. Less than one fifth of the land can be used for raising crops. Japan is a crowded country. Every acre of farm land must provide food for more than five people. Compare that with farm land in the United States. Here there is so much that every person could have more than three acres. Japanese farmers use their land carefully. Not an inch of it is wasted. Japan gets more food from each acre than almost any other country in the world.



# FARMING



## FARMING

**N**EARLY half of the people in Japan are farmers. When the shoguns divided Japanese people into four classes, farmers were in the second class. They were next in importance to the warriors, or soldiers. Yet most Japanese farmers have always worked hard and made very little money.

Most American farmers live on their land. In Japan, land that can be farmed cannot be spared for houses. The farmhouses are grouped together in a little village. The farmer and his

family walk or ride bicycles to their fields or rice paddies.

On each of the four islands, every bit of land that can be planted is put to use. The best farm land is in the valleys or lowlands along the coasts. In some places, bays have been filled in or lakes have been drained to make farm land. Even steep mountainsides may be used for farming. The Japanese cut deep steps, or terraces, in the side of a mountain. Crops are raised on the terraces.

Most farms in Japan are very small.



Two and a half acres is the average size. Before World War II, a few families owned a great deal of land. The people who farmed the land were called tenant farmers. They were given part of each crop in return for their work. After World War II, Americans made many suggestions to the Japanese government. One suggestion was to let tenant farmers buy the land they farmed. The Japanese government followed that suggestion. Now about eight of every ten farmers own the land they farm.

✓ Much of the work on Japanese farms is still done by hand. Everyone in the farm family, even children and very old people, help with the work.

But small tractors and machines are being used more and more. About half of the farms have them. Sometimes several farmers join in buying and using a piece of farm machinery.

Farms are separated by low banks of soil. The banks are used as bicycle paths. They are also used for planting. Mulberry trees and soybeans are raised on them. The banks also help hold back the water when the rice paddies are flooded.



*Burt Glinn—Magnum*

This Shikoku farmer terraced the steep hillsides so he could raise crops on them.

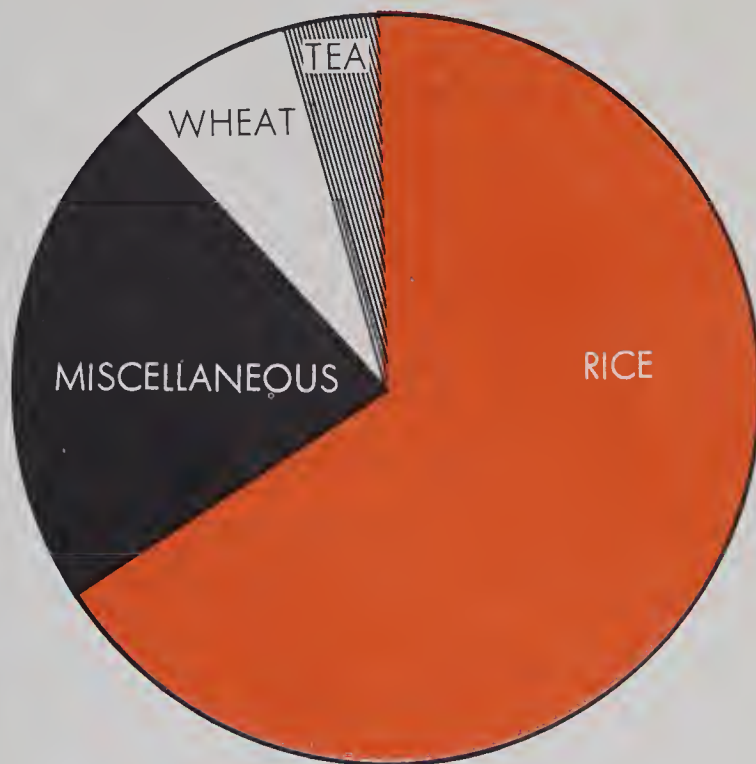


Rice is Japan's biggest and most important crop. It is raised even where the climate is not well suited to rice-growing. Yet there is never enough rice to go around. Rice is the main part of every Japanese meal. The Japanese people like their own rice best. They buy all the farmers can raise. But more rice has to be brought from other countries. Japan buys some of its rice from California.

Japanese farmers raise wet rice and dry rice. Dry rice may be grown on plains and terraces. It is watered only by the rain. It is easier to raise dry rice, but wet rice gives more grain.

Wet rice is raised in paddies, or flooded fields. This kind of rice-raising is not easy for the farmer. First, he must get the fields ready. With his bare hands, and a few simple tools, he prepares the soil. Carefully he works water and fertilizer into the dirt, a little at a time. When the field is muddy and rich with fertilizer, it is ready. The farmer tries to have it ready before the spring rains begin.

When the first rains fall, the rice seeds are planted in small beds of soil. Soon the seedlings sprout. The



This "pie graph" shows the amount of Japanese farmland used for different crops.

tops of the plants look like blades of grass. Now the seedlings are ready to be planted in the paddies.

The muddy water in the paddies is cold, but the workers wade right into it. They plant the seedlings in long straight rows. Sometimes the water reaches their knees. Sometimes it may be waist-high. But the workers spend hours in the cold water.

The hard work does not end with the planting. All through the growing season, the fields must be kept flooded. Water from mountain streams is

carried to the fields through ditches or pipelines. The pipelines may be made of bamboo poles. The water makes the rice grow, but it also makes the weeds grow. Weeding a flooded rice paddy is not an easy job!

Weeds are not the only things that might harm a rice crop. Late summer storms may beat down the stalks. As the crop ripens, birds and insects try to get their share. The Japanese try to frighten away the birds. Strips of cloth and pieces of tin are tied on a long string. The string is hung from poles. When the wind blows, the cloth flutters and the tin makes noise. The birds are frightened away. The insects cannot be frightened, though. They must be caught. Catching harmful insects is part of the children's work on a farm. Of course the children do not catch them all. When the rice is harvested, the insects are still

there. Women who harvest the rice often wear masks to protect their faces from insect bites.

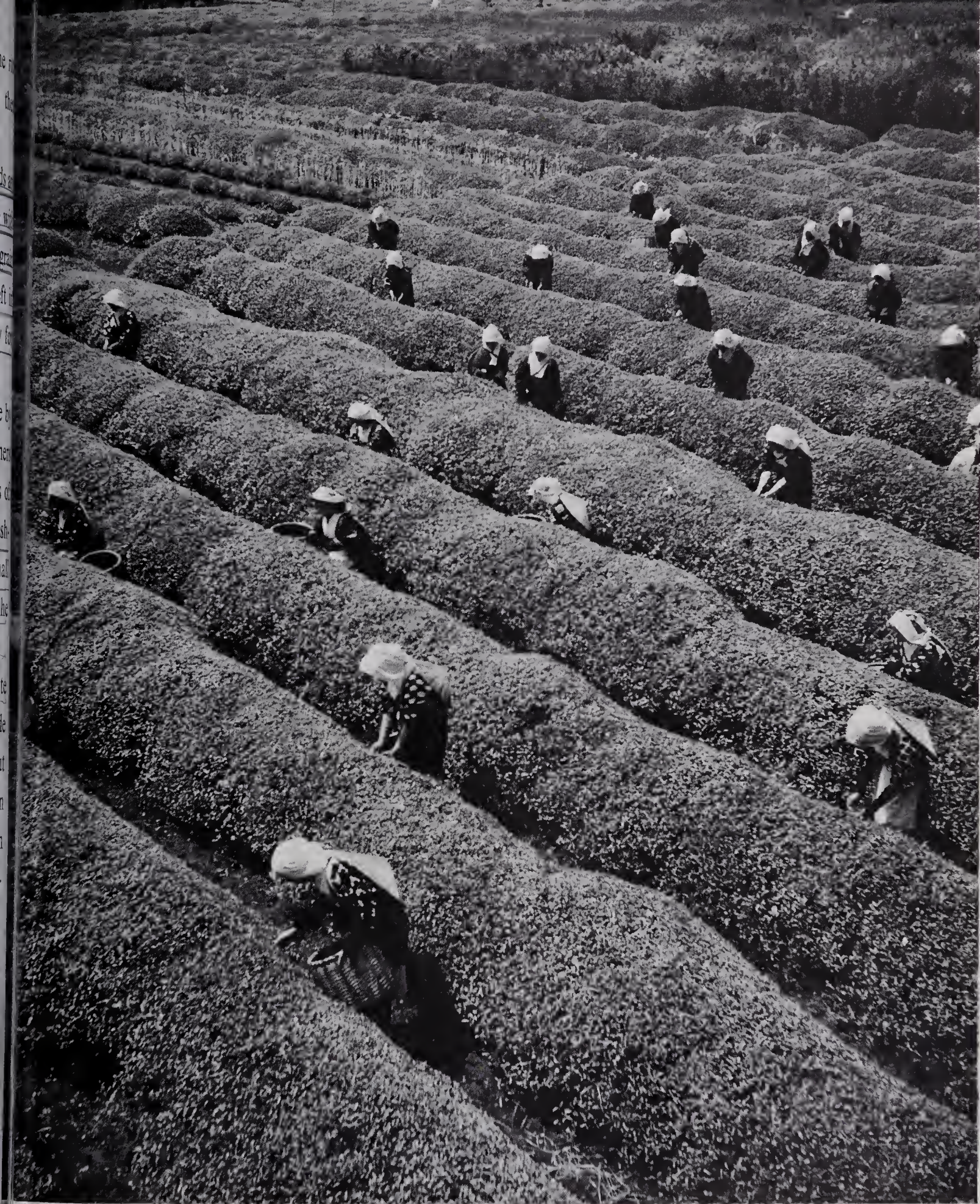
When the rice is ripe, the fields are drained. The harvesting is done with a hand sickle. Then the golden grain is tied in small bundles. It is left in the sun to dry. Then it is ready for threshing.

Farmers used to thresh the rice by hitting it with a stick. A few farmers still do it that way. In most parts of Japan, however, farmers use threshing machines. They also use small husking machines to take off the outer covering of the grains.

Most Japanese people like white rice better than brown. Rice is made white by polishing, or milling. But polishing rice takes away more than its brown color. It takes away much of the food value. The Japanese government tries to get the people to eat half-milled rice. Government speakers and writers tell the people that brown half-milled rice is more healthful. Sometimes, when there is a great rice shortage, people do eat that kind. But as soon as the shortage is over, they buy white rice again.







rist Association

Women are picking tea leaves. Sometimes the leaves are cut with special shears.



Another important crop in Japan is tea. Compared to other crops, tea takes up little farm land. Tea grows on bushes two or three feet high. The tea workers cut or pick only the finest leaves. Japan raises enough tea for its own use. There is also enough to sell to other countries.

Southern Japan is well known for its fine fruit, especially mandarin oranges. Apples, pears, peaches, grapes, and persimmons are raised in many parts of the country.

Many farmers have their own little vegetable gardens. They raise radishes, soybeans, white potatoes, and sweet potatoes. Large gardens may have peas, cabbages, eggplants, tomatoes, beans, and mushrooms. These vegetables are sold to people in the cities and small towns.

In southern and western Japan, the winters are warm. Each year has two harvest seasons. Sometimes two crops of rice are planted. Sometimes the farmer plants a wheat crop first. After the wheat is harvested, he raises a crop of rice.

Japanese farmers and their families work hard. They take good care of

their farms. Yet most farmers cannot make a living from their land. They must do some other kind of work to earn more money. Some farmers raise a few mulberry trees and sell the leaves to silkworm growers. Other farmers are part-time fishermen. In the winter, some farmers prepare charcoal and sell it as fuel. Many farmers make toys, or dolls of paper, wood, or clay. Farm children help to paint the toys and dress the dolls. Everyone in the family helps to earn extra money.

There are very few farm animals in Japan. Farms in Japan are so small there is little need for work animals. Besides, there is very little good grazing land for them. For many years, almost no animals were raised for food. Now there are some dairy cows and beef cattle. In the past few years more farmers have begun to raise sheep and pigs. But there are no big cattle ranches like ours.

Most farmers in Japan take pride in being farmers. No matter how many other kinds of work they may do, they think of themselves as farmers.



## QUESTIONS to ANSWER

1. What are some of the differences between farm life here and in Japan?
2. What are some of the uses of the low banks of dirt between the farms?
3. What is a tenant farmer?
4. What are some differences between “wet rice” and “dry rice”?
5. How do Japanese farmers try to keep birds from eating the crops?



## QUESTIONS for TEAM DISCUSSION

1. Why is rice the main crop in Japan?
2. Why did the shoguns rate farmers almost as high as soldiers?
3. Is any one food as important to us as rice is to the Japanese?
4. In what ways does the Japanese government help farmers? In what ways do you think our government helps American farmers?
5. How do farmers in Japan earn extra money? Do farmers in this country ever do work besides their farming?



## ACTIVITIES

1. Make a circle graph showing the amount of land farmed in Japan.
2. Make a chart showing all the steps from planting wet rice to eating it.
3. Learn how rice is grown in California. What differences are there from the way rice is grown in Japan? What do you think causes these differences? Be ready to make a report to the class.
4. Gather recipes for different ways to prepare rice.
5. Make a large picture map showing Japan's crops.



The Japanese use wood and bamboo in countless ways. Like Americans, they know they must conserve their forests. The Japanese government, like ours, helps the people learn to use their forests wisely.



FORESTS

## USING the FORESTS



**T**HICK green forests cover the many mountains of Japan. No crops can be grown in these mountain forests, but the forests help the farmers. The roots of the trees soak up the rain. They hold the moisture and prevent flooding.

The roots of the trees let the water run off slowly during the year. The water runs into the mountain streams.

The farmer makes it flow through ditches or pipelines to his rice paddies.

Japan, like the United States, has many kinds of trees. There are oak, beech, ash, chestnut, spruce, and birch trees in the forests of Japan. There are also several kinds of conifers, or trees that have cones.

Bamboo grows among the trees in



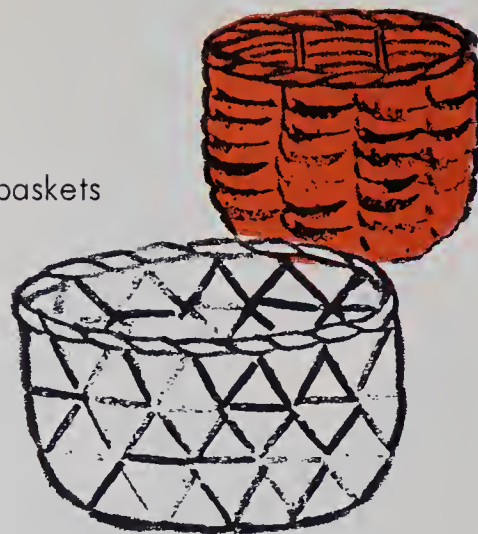
the southern part of the islands. It is a quick-growing grass that looks like a tree. Beautiful light-green leaves grow from its stem.

Wood and bamboo have many uses. Sometimes wood is burned as fuel. Sometimes charcoal is made from it. Rayon, too, is made from wood. Much wood is used for building houses. Japanese houses are made of wood and paper, and the paper is made from wood. *Shoji* and *fusuma* have wooden frames. Railings, wash-tubs, flower boxes, lunch boxes, and many dishes are made of wood. Almost all Japanese furniture, too, is wooden.

Bamboo is almost as useful as wood. The shoots are good to eat. The stems are used for fishing poles or water pipes. Bamboo leaves are woven into mats. Baskets may be made of bamboo.

The government owns one third of all the forest land. Government workers try to teach the people to use their forests wisely. Each time trees are cut, new ones are planted. Some lumber is bought from other countries instead of being made from

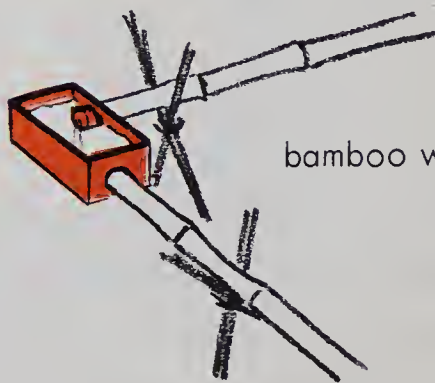
bamboo baskets



bamboo flute



bamboo water pipes



Japan's trees. In these ways, the Japanese are trying to conserve their forests. They hope to have enough wood for many years to come.



## QUESTIONS to ANSWER

1. How does the Japanese farmer bring water to his rice paddies?
2. What are some kinds of trees that grow in Japan?
3. What is bamboo?
4. What is meant by the words "They must conserve their forests"?
5. How do forests help the farmer?



## QUESTIONS for TEAM DISCUSSION

1. Why do the Japanese use wood in so many ways?
2. How do the Japanese practice forest conservation? How do we?
3. Why are trees important to any country?
4. Do you think it is a good idea for the government to own some of the forests? Why? Does the United States government own any forests?
5. Can you think of any ways in which bamboo is used in this country?



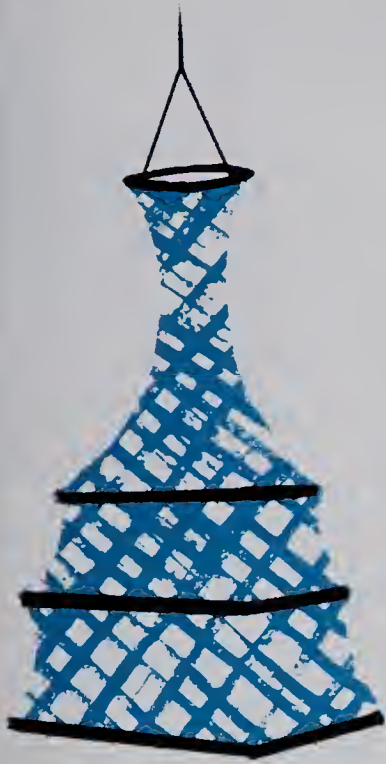
## ACTIVITIES

1. Bring to class leaves from trees in your neighborhood. Be ready to tell the class which kinds might also be seen in Japan.
2. Make a design using leaf shapes. Make a design using bamboo shapes.
3. Try to find out whether Japan has many forest fires. Compare their damage from fire with ours.
4. Make a list of some trees that have cones. Try to bring a cone to class.
5. Look in a grocery store for a can of bamboo shoots. Write a little story of where the shoots came from and how they reached your grocer's shelf.



Japan, the island country, gets much of its food from the seas around it. Fish is almost as important a food as rice. Many kinds of fish are caught, and in many interesting ways.





## FISHING

IT has been said that one third of the people in Japan earn a living by fishing. Farmers may fish to make extra money. They may fish all day while their families work in the fields. Some fishermen sail far away on boats belonging to large companies. Women sometimes fish with hand nets or dive for oysters and abalone. All these workers help make Japan the leading fishing nation of the world.

The map on page 14 shows where the warm Japan Current meets the cold Kurile Current. The meeting of the warm and the cold currents makes the water churn. Water from far below the surface rises to the top. It brings with it thousands of tiny sea plants and animals, called plankton. Fish come to feed on the plankton, and fishermen come to catch the fish.

More than half of Japan's fish are



caught within a few miles of shore.  
Many fishermen own their own small  
motorboats and fishing nets. Some  
do not own equipment, but work for  
other fishermen. Mackerel, sardines,  
and herring are caught near the shore.  
Some fishermen catch octopuses in  
traps.



octopus

Along some beaches women dig  
for clams. Other women mend the  
fishing nets. Sometimes children help  
the women gather seaweed and shell-  
fish. Seaweed may be dried and pre-  
pared as food. It has a pleasant, salty  
taste.

In the spring, the mouths of rivers along the northwest coast are good fishing spots. Women wearing *mompei* go fishing there. They catch hundreds of tiny fish in simple hand nets.

Girls and women also “fish” with wooden buckets. The buckets are lowered from the fishing boat. Then the girls dive deep. They fill the buckets with oysters or abalone. Abalone is a kind of shellfish that is very good to eat.

Most of the oysters the girls bring back are sold to “oyster farmers.” Only a few of these oysters have fine pearls. The rest will have pearls planted in them at the oyster farm. The oyster farmer copies nature. He places a tiny grain of sand inside the shell of the live oyster. The sand makes the oyster uncomfortable, so the oyster covers the sand with a liquid. The liquid hardens. In time it may become a pearl. Most of the pearl fishing and pearl farming are carried on in Ago Bay near Nagoya.

There are also fish farms in Japan. Carp, eel, and goldfish are raised in ponds on these farms. The farms are something like fish hatcheries.

Not all fishing is done close to home. Some companies have great fishing fleets. Their big boats are floating canneries. The fish are cleaned and canned as soon as they are



*Burt Glinn—Magnum*

Japanese fishermen work hard, live dangerously, make little money. In this village on the Inland Sea a group of them mend nets, check over their boats, and talk about the catch.

caught. Such boats may sail as far south as the Antarctic Ocean. They may sail north in the Pacific almost to Alaska. Some are whaling ships, hunting whales for oil and food. Some are after salmon, tuna, and

giant crabs. Men who work on these ships have little time at home.

Much fish is eaten in Japan. Much more is canned and sold to other countries. Canned fish is traded for goods that the Japanese need.





## QUESTIONS to ANSWER

1. In what ways is fishing in Japan different from fishing in this country?
2. What are some of the ways in which women or children catch fish in Japan? What kinds of fish do they get?
3. What kinds of fish are caught by Japanese fishermen?
4. Why is the fishing good where the Japan Current meets the Kurile Current?
5. How does an oyster farmer plant pearls?



## QUESTIONS for TEAM DISCUSSION

1. Why do you think fish is a favorite food in Japan? Do you think fish is a healthful food? Why?
2. Are there any parts of the United States where many people make their living by fishing?
3. If you lived in Japan, would you like to be a fisherman? What kind of fishing do you think you would like best?
4. In what ways is fishing important to the Japanese?
5. What is meant by the words "floating canneries"?



## ACTIVITIES

1. Find out all you can about plankton. Be ready to give a report to the class.
2. Find out all you can about pearl farming. Be ready to tell the class what you learn.

3. Collect and bring to class labels from canned or frozen fish that we get from Japan. Make a list of the things you learn from the labels.
4. Try to find out how many tons of fish are caught each year by a) Japanese fishermen; b) United States fishermen; c) fishermen from one other country. Make a bar or circle graph showing this information.
5. Have a play in which fishermen tell about their fishing.





There are many kinds of minerals in Japan, but they are found in small amounts. Most minerals must be brought from other countries. Only a few Japanese people earn their living by mining.



## MINING



JAPAN'S most valuable mineral is soft coal. It is mined on Kyushu, Hokkaido, and on Honshu near Tokyo. The soft coal mined in Japan is used to make electric power. Usually water from mountain streams turns the wheels of big motors in the hydroelectric plants. But in summer the streams do not have much water. More power is needed to run the mo-

tors. Then the Japanese burn their soft coal to heat what little water there is. The heat changes the water to steam. The steam turns the wheels of the motors.

There is not nearly enough iron ore to meet the needs of the Japanese. Iron ore is the metal used in the making of steel. Some iron is mined on northeastern Honshu. A poor grade



of iron comes from Hokkaido. But Japan needs more iron. Scrap iron and iron ore for making steel are bought from the United States.

Some minerals are needed only in small amounts. Japan has enough gold, silver, zinc, platinum, chromite, and magnesium. There is no bauxite for the making of aluminum, but the Japanese have learned to use magnesium instead. They have plenty of magnesium because they take it from the sea water. Magnesium is used in making cameras, wires, and parts of airplanes.

Some minerals are found in such small amounts that Japan must buy them from other countries. Japan's

copper mines have been worked for many years. All of the best copper ore has been mined. The copper ore which remains is a poor grade. Copper is needed for electric wires, machinery, and pipes. Japan has few oil wells. They do not give nearly enough oil for the country's cars and airplanes.

A few minerals are plentiful in Japan. Salt is a mineral found in large amounts. It is found along the coast where the sea water washes up. The sun dries up the water and leaves the salt. There are many salt factories along Japan's coastlines.

There is also plenty of limestone in Japan. It is found in all parts of the country. Limestone is used in the making of cement.

Another plentiful mineral comes from Japan's volcanoes. It is sulphur. Sulphur is being used more and more in the making of farm sprays, fertilizers, and gunpowder. There is enough sulphur so that Japan can sell some to other countries.

Nature has not given Japan enough minerals. It is necessary to buy minerals from other countries.

#### LEARN TO SAY:

hydroelectric	hī'drō • ē • lēk'trik
zinc	zīnk
platinum	plăt'it • nŭm
chromite	krō'mīt
magnesium	măg • nē'zhī • ŭm
bauxite	bōks'it
aluminum	ă • lŭ'mī • nŭm
sulphur	sŭl'fēr



## QUESTIONS to ANSWER

1. Why must Japan buy many minerals from other countries?
2. What is Japan's most valuable mineral?
3. What mineral comes from the sea?
4. Where is soft coal mined in Japan?
5. What are some uses for magnesium?



## QUESTIONS for TEAM DISCUSSION

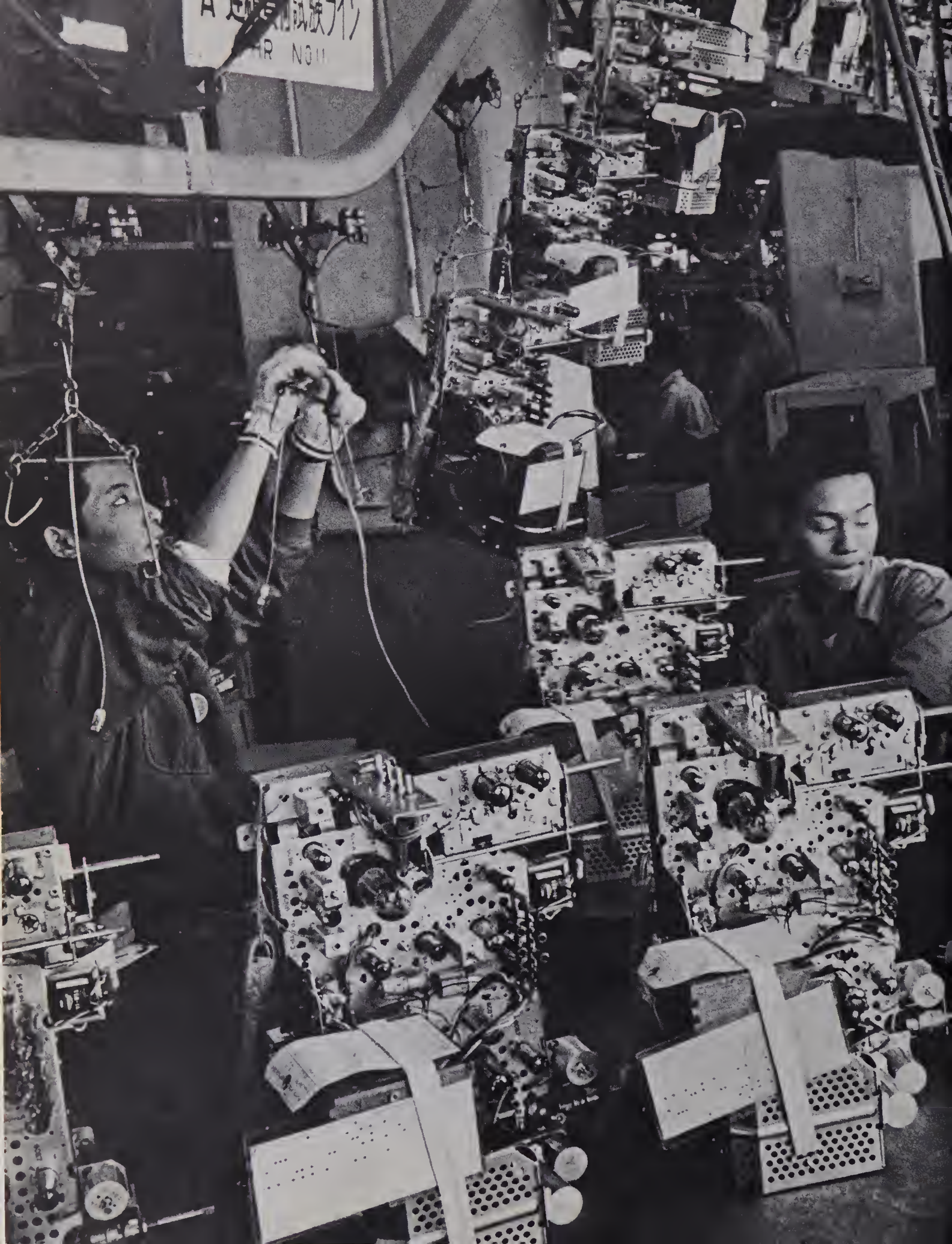
1. How many things can you name that are made from copper?
2. How is soft coal used to make electric power?
3. Where are the salt factories in Japan? Why? Are there any salt factories in your state?
4. Why is sulphur plentiful in Japan?
5. How is bauxite used? Are there any bauxite deposits in your state?



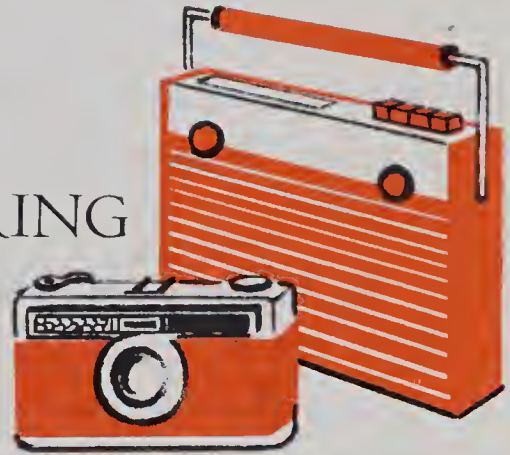
## ACTIVITIES

1. Collect samples of minerals. Label each and tell its use.
2. Find out what minerals the United States buys from other countries.
3. Draw a diagram of a coal mine, an oil well, or an iron smelter. Explain your diagram to the class.
4. Find out how many Japanese people make their living as miners. Find out how many Americans are miners. Make a bar graph comparing the two figures.
5. Have a demonstration showing how steam can supply power.





## MANUFACTURING



THE cities of Osaka, Tokyo, Yokohama, Nagoya, and Nagasaki are all great manufacturing centers. Ships from other countries bring raw materials to the factories in these cities. Later the products made from the raw materials are sent all over the world. Many of the ships carrying the goods are built in Japan. Japan leads the world in building freighters and tankers.

Japan buys scrap iron from the United States. The United States buys

back from Japan much of the steel made from that scrap iron.

The same is true of trains and automobiles. Materials to make them must be brought to Japan from many countries. Many of those same countries buy back their materials in the form of railroad cars or engines. Some of the countries, especially those in South America and in Asia, buy Japanese-made cars. A few Japanese cars are also sold in the United States.



The Japanese have become well known for their skill in making cameras, watches, clocks, television sets, switchboards, X-ray machines, and transistor radios. Heavy electrical machinery for use in factories is also made in Japan.

Toy cars are made as carefully in Tokyo as real ones are made in Detroit. Many Japanese toys move by electricity. Ducks waddle, dolls walk, horns toot. Toys made in Japan are sold in our own toy stores. Many of our Fourth of July fireworks are also manufactured in Japan.

Refrigerators, washing machines, fans, sewing machines—almost everything you can think of is made in Japan. Some small factories make bicycle parts. Others put the parts together. Many Japanese bicycles are sold to other countries in Asia.

Japan raises no cotton at all. Yet Japan leads the world in making and selling cloth and thread. Machines spin the thread and weave the cloth from wool and cotton brought from other countries. The new kinds of cloth are also being manufactured in Japan. Two of these are rayon and

nylon. The more popular these become, the less silk Japan sells to other countries. At one time, cloth was Japan's chief export. Today metal products, chemicals, and machinery have become just as important.

Japan's modern factories are clean and neat. In some of them workers wear white uniforms and masks. Those factories look almost like hospitals. Not all of Japan's manufacturing is done in factories, however. Some is done in tiny cottages, or in dark, crowded rooms. There are many of these little workshops in Kyoto. The people who work in them may all be members of one family. They usually make things of silk, clay, lacquer, bamboo, or wood.

Sometimes other countries invite Japan's skilled workmen to come to work for them. Japanese workers go to many Asian countries to build dams. They take along their own bulldozers, drills, and dump trucks. When the dams are finished, the men come home again.

Japan and the United States are happy to trade together. Each country is a good customer of the other.



## QUESTIONS to ANSWER

1. Where are most of Japan's factories located?
2. What is meant by the words "raw materials"?
3. What are some of the things made in Japan's factories?
4. How much cotton is raised in Japan?
5. Where is Detroit? What is one of the things for which it is best known?



## QUESTIONS for TEAM DISCUSSION

1. How does Japan make up for having so few raw materials?
2. Can you think of some things in your home that were made in Japan?
3. What may be the reason some factory workers wear masks?
4. What problems might a dam builder have working in another country?
5. What kind of location would you choose for a factory? Give your reasons.



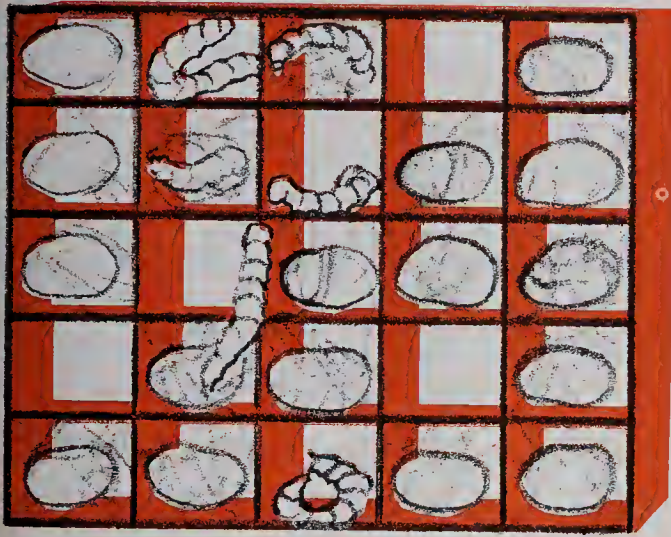
## ACTIVITIES

1. Draw pictures of some goods made in Japan. Make a map of Japan. Paste the pictures on the map where the goods might be manufactured.
2. Learn more about the industries of Japan. Have they changed since World War II? Are factory workers better off than fishermen or farmers?
3. Try to find newspaper or magazine articles about our trade with Japan.
4. Make a list of some things that the United States buys from Japan. Make another list of things that Japan buys from the United States.
5. Write the story of a piece of scrap iron from the time it leaves the United States for Japan until it is bought, in another form, by your family.





## MAKING SILK



THE Japanese have been making beautifully colored silks for many hundreds of years. Two separate industries help in the making of silk. One is the raising of silkworms. The other is spinning.

Silkworms are raised in the homes of the farmers. Everywhere, except in cold Hokkaido, farm families raise these worms. They do this besides

raising rice and other crops. Everyone in the family helps.

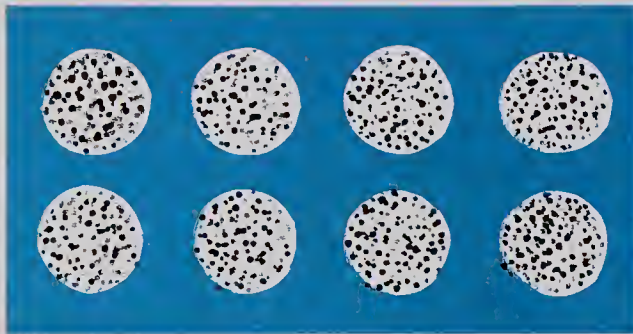
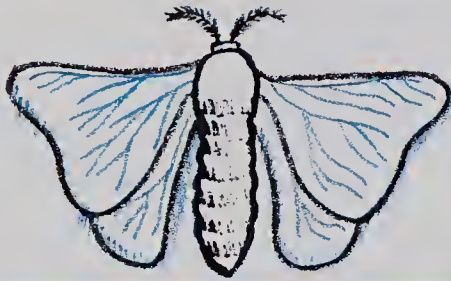
First the silk moths lay their eggs. Soon the tiny worms hatch. The farmer feeds them the very best of his mulberry leaves. The rooms where the silkworms live are kept damp and warm. The worms grow to be about three inches long.

These full-grown worms are placed





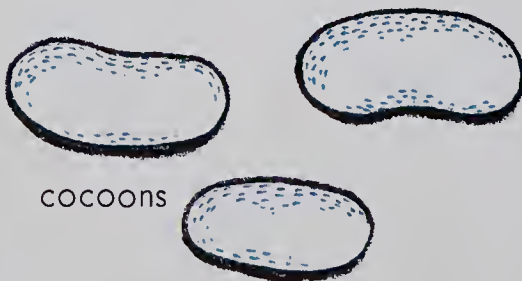
silk moths



moth eggs



silkworms feeding



cocoons

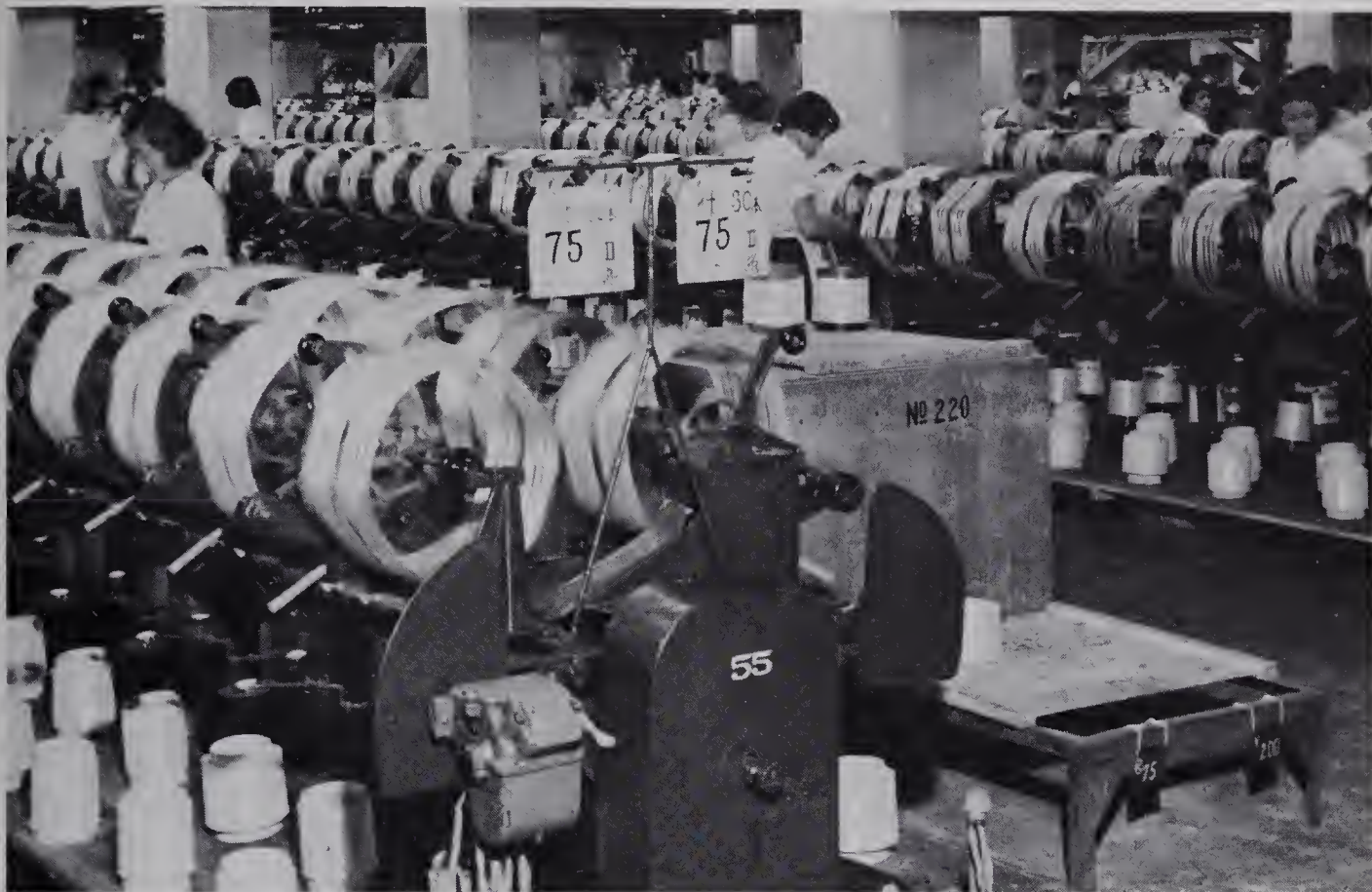
on a straw or cardboard frame. The frame is divided into squares. Each square is large enough for the worm to spin a cocoon.

The worm begins by making a fine, shiny thread. It spins a cocoon around its body with this thread. When the cocoons are finished, the farmer picks up the frame very carefully. He takes the cocoons, still in their frames, to a silk factory. There the silk will be spun.

At the factory the cocoons are heated in ovens. By this time the worm in each cocoon has become a moth. But the heat of the oven kills the new moth before it can break out of its cocoon.

Then the cocoons are taken out of the ovens. Moving belts carry them through steam and hot water. This loosens the threads. Then the threads are ready to be wound on spools.

Machines spin the threads from the cocoons into bigger threads. One single thread of a cocoon is so fine that several are wound together to make it stronger. Sometimes the cocoon's fine threads may be mixed with nylon or other man-made threads.



*Consulate General of Japan, New York*

In large mills such as this one, silk thread is wound on reels. This thread will be used to make beautiful material. How do large silk mills help Japan's economy?

About a thousand yards of strong thread can be made from one cocoon.

Finally, these threads are woven into cloth. All silk cloth used to be woven by hand. Today most silk is woven by machines.

Most silk dyeing is done near Kyoto. The long rolls of silk are dyed by hand. Afterwards the cloth is baked in a steam oven to set the color. Later, workmen wade into a nearby river to wash the rolls of silk.

. Then the rolls are spread out on the riverbank to dry.

Sometimes beautiful embroidery is added to the silk. Only a few rolls of silk are made with each design. A Japanese lady would not like to see other silk kimonos with the same design as hers.

Silk is made into clothing, stockings, gloves, and fishing lines. Much of the silk is used in Japan. The United States buys most of the rest.





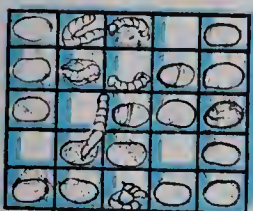
*Burt Glinn—Magnum*

These yards of silk have been dyed and washed. Now they are being spread out to dry.



## QUESTIONS to ANSWER

1. Where are silkworms raised?
2. How is silk thread used?
3. Why is silk-making divided into two industries?
4. How do machines help in making silk?
5. How is silk taken from a cocoon? How much can be taken from one cocoon?



## QUESTIONS for TEAM DISCUSSION

1. How do we use silk?
2. What kind of cocoons might you see in our country?
3. What may be a reason that silkworms are not raised on Hokkaido?
4. How do you think silk was made before there were factories?
5. Do you think the Japanese sell more or less silk than they used to? Why?



## ACTIVITIES

1. Make up five questions about the raising of silkworms.
2. Prepare a report on the life of the silkworm.
3. Try to find or draw a picture of a mulberry leaf.
4. Draw a chart showing the steps in the making of silk. Begin with the silkworm and end with the finished cloth. Collect samples of silk cloth.
5. Try to find in a dictionary the word "sericulture." What does it mean? Make a list of other words beginning with "seri" that have something to do with silk. Use them in sentences.







## CRAFTS

PEOPLE who make useful and beautiful things by hand are called craftsmen. Until lately, most Japanese craftsmen worked at home. Sons learned their crafts from their fathers. In turn, they taught their own sons.

Many families still make beautiful things by hand. Some of their work is sold to other countries. People visiting Japan buy many handmade

things. But few Japanese today earn their living working by hand. There are many small factories where beautiful things are made.

### LEARN TO SAY:

cloisonné

kokeshi

netsuke

kloi'zō • nō'

kō • kě • shē

nět • skě



The making of cloisonné is one of the Japanese crafts. The piece to be decorated may be a dish or a vase. It may be made of silver, gold, or copper. Each piece is worked on separately and does not look like any other.

First a design is drawn on the metal dish or vase. Wires are laid over the design and heated. The heat makes the wires hold fast. Next, shiny paint is spread between the wires. Then the piece is baked for a while in a very hot oven.

These steps are repeated four times. After the last baking, the dish or vase is polished. Later it is trimmed with silver or gold paint.

Another special craft is the making of lacquer ware. Lacquer ware may be trays, bowls, dishes, or furniture. Each piece is made of cypress wood because cypress never loses its shape. The lacquer is made from the sap of lacquer trees.

First, cloth is stretched over the wooden piece. Then red, black, or green coloring is added to the lacquer. The colored lacquer is brushed over the cloth covering. Then the piece is



*Max Tatch—FPG*

Japanese craftsmen made these great doors for the shrine of the Emperor Meiji.

left in a damp room for several months. It finally dries, but the dampness makes it dry slowly. When dry, it is carefully polished. The polishing takes a long time. It is done with charcoal, powdered deerhorn, and oil. Sometimes lacquer ware is trimmed with gold or mother-of-pearl. It may take ten years to finish such a piece of lacquer ware.

It has been said that the Japanese

are the finest potters in the world. Certainly pottery-making is among the oldest of Japanese crafts. Back in the New Stone Age, when the Japanese lived by hunting and fishing, they were making pottery. Even in those early days, the potters decorated their jars with interesting designs. The design usually looked something like a coiled rope. Pottery using that kind of design is called *Jomon*, or rope-design ware.

There are still many pottery-makers who work by hand. They work hard at their craft of clay. They form the shape of each piece with care. Then each piece must be dried

in an oven. Designs are painted on the jars, the vases, and the teapots. Each time a different color is used, the clay must be baked again.

It takes hard work to make things of clay. By now some of Japan's lovely pottery and most Japanese china ware is made in factories.

Wood-carving is an artistic craft for which great skill is needed. There are carvings of many sizes. There are large carvings on temples and on public buildings. Carved grills in many beautiful designs are used above the *fusuma* in houses. Even chopsticks and small boxes may be beautifully carved.

The porcelain bowl, pottery vase, tea caddy with carved lid and brocade cover, and dish with a dragonfly and flower design show the age-old skills of Japanese potters.

*Gumps*



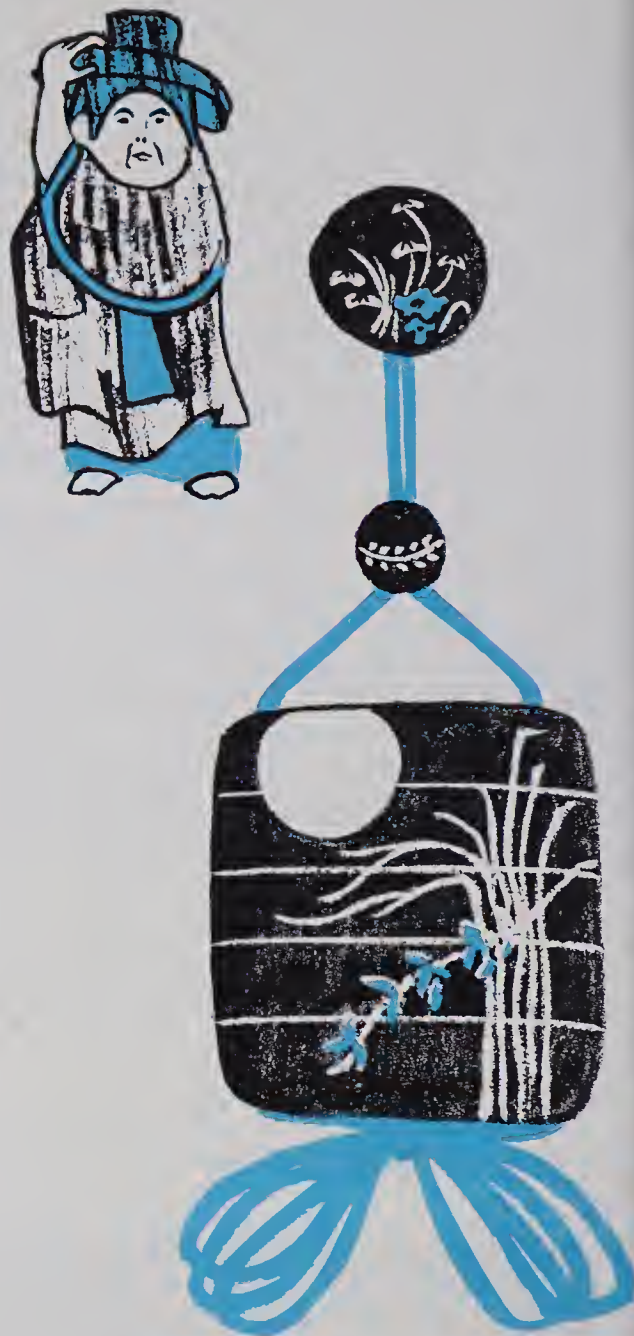


Sometimes bamboo is carved, too. Many useful and lovely things are made of bamboo. Fishing poles, fans, umbrellas, chopsticks, writing brushes, baskets, and lanterns are often all or part bamboo. Craftsmen use the stalks from bamboo grown in the center of a grove. Such bamboo has been protected from the wind. The stalks are straight and unbroken.

Doll-making is another favorite craft in Japan. Many dolls made in Japan are sold in our toy stores. But most of the dolls in Japan are not toys. They are works of art and are shown only on festival days or holidays. Many are made of clay and have large heads. They may be dressed in rich silks like those worn by important people long ago. These dolls can sit or stand almost like real people.

Wooden dolls, called *kokeshi*, are made in northern Honshu. *Kokeshi* have large nodding heads, but no arms or legs. They are painted with flowers and designs.

Japanese craftsmen are artistic and careful workers. They make beautiful things that others are glad to buy.



Small purses or cases used to be carried on a cord slipped through the obi. On the other end of the cord was a pendant, or *netsuke*. At the top of the page is a *netsuke* carved from wood. A lacquer *netsuke* is shown attached to the little case for which it serves as a counterweight.



## QUESTIONS to ANSWER

1. What is *Jomon* ware?
2. In what ways are Japanese dolls different from ours?
3. What are some common lacquer-ware pieces?
4. Where might you see wood carvings in Japan?
5. Which bamboo plants do carvers like the best?



## QUESTIONS for TEAM DISCUSSION

1. What samples of Japanese craftsmanship have you seen? Which of the materials used do you like best?
2. Why does it take a long time to make lacquer ware?
3. Can you think of some beautiful or useful things made from bamboo?
4. Why do you think more and more things are being made in factories?
5. Why are things made by hand more highly prized than those made by machine?



## ACTIVITIES

1. Bring to class things made of bamboo, wood, clay, or cloisonné. Arrange them in the *tokonoma*.
2. Find in a dictionary the words *cloison* and *cloisonné*. Use these words in sentences.
3. Make a bowl of clay. Paint a design on it with a brush.
4. Make a pair of chopsticks out of bamboo. Practice using them.
5. Make a list of some things still made by hand in this country.









# 6

## HAVING FUN

Festivals and Holidays

Games, Toys, and Recreation

Sports









## FESTIVALS and HOLIDAYS

THERE are several different kinds of festivals in Japan. Among the most enjoyable are those in honor of children. Of these, the most exciting is Children's Day. It is celebrated on May 5.

The fifth of May used to be called Boys' Day. The girls had their Doll Festival on March 3. Now, in most places, both festivals are celebrated together. On Children's Day, mothers and fathers praise the good habits of

their children. Children thank their mothers and fathers for being good and kind.

Each little girl may have guests on Children's Day. She brings them into

### LEARN TO SAY:

<i>shichi-go-san</i>	shē • chē • gō • sän
<i>hakama</i>	hä • kä • mä
<i>odori</i>	ō • dō • rē





carp kite

the room where her dolls are. The dolls are arranged on shelves that have red cloth coverings. The dolls on the top shelf are dressed as the emperor and empress. The next shelf holds ladies-in-waiting, servants, and other people of the palace. On the lower shelves are dolls dressed as other important people. The bottom shelf holds food for the guests.

Boys have big paper kites to help them celebrate Children's Day. The kites are shaped like carp. The carp is a brave strong fish that swims upstream against the current. Families hope that their sons will be strong and brave like the carp. Most boys do not fly their carp kites, though. The kites are fastened to flagpoles. They float out over the housetops, brave and bright and gay.

Another holiday especially for children comes on November 15. It is

called *shichi-go-san*. The words *shichi-go-san* mean "seven, five, three."

Boys, you remember, are taken to a Shinto shrine at the age of three.

They are taken again when they are five. Girls visit a shrine when they are seven. All these visits take place on

November 15. It is easy to see why November 15 is called *shichi-go-san*.

Boys and girls enjoy going to the shrine. They wear their best and brightest kimonos. With their parents, they ask the gods to give them health and happiness. Then the five-year-old boys are given *hakama* to wear. *Hakama* are not quite trousers, but they are divided skirts. Wearing them is a sign the boy is beginning to grow up. Seven-year-old girls are given their first *obi* on November 15. The girls and the five-year-old boys are given long white bags of candy. The little three-year-olds get no new clothes or candy. Still, they seem to enjoy the crowds and excitement of *shichi-go-san*.

The Japanese also have special festivals for enjoying the beauties of nature. Each month there is a festival for some kind of flower. People put

on their best clothes and go out to a park. If the sun is hot, they carry *kasa*. They may take a picnic lunch along and stay all day. In February, they spend the day admiring plum blossoms. In October, they look at chrysanthemums. But the flower festivals they enjoy most are in April. That is when the lovely cherry blossoms are in full bloom.

In winter when there are no flowers,

the Japanese admire the snowflakes. The snowflakes look like white flowers resting softly on the pine trees. A group of people may have a party just to look at snowflakes.

④ The Japanese also have a Star Festival and a Moon Festival. The Star Festival is on July 7. It is in honor of two stars that loved each other. They were the Weaver Princess Star and the Herdboy Star. This is their story:

This picture shows part of the procession at a festival in Kyoto. Does it remind you in any way of anything you have ever seen in this country?

Kato—FPG





After they were married, the Weaver Princess had no time for weaving. Her father, the king, became very angry. "You are the best weaver in my kingdom!" he stormed. "You must find time for weaving. I will put you where you will be all by yourself. Then you will have time for weaving."

So the cruel king put the Princess Weaver Star on one side of the Milky Way. He put the Herdboy Star on the other side. He said the two could meet once a year—on the seventh of July.

But there is no bridge across the Milky Way. How could the Herdboy and the Princess go to each other? The birds of the air felt sorry for the lonely stars. If the weather is good on July 7, the birds all spread their wings. Their wings make a bridge for the Herdboy and the Princess Weaver. But if the weather is rainy, no bridge is made. The lovers' meeting cannot take place. They must wait until the next seventh of July.

The Moon Festival takes place in the fall. Children in Japan do not look for the man in the moon. They look for a rabbit who is pounding

rice for rice cakes. They children dance in a ring and sing to the rabbit.

⑤ Many religious festivals take place each year. One is the celebration of Buddha's birthday on April 8. People believe that when Buddha was born, showers of tea fell from heaven. On his birthday, some families pour sweet tea over a statue of Buddha.

Small festivals are held each month at Buddhist temples and at Shinto shrines. After bowing at the shrine or temple, people walk around nearby. They stop to listen to storytellers. Sometimes they watch clowns, or men doing tricks. They also enjoy watching a kind of dancing called *odori*. *Odori* dancers move slowly in a circle, clapping their hands or moving their kimono sleeves.

There are things to buy at the festivals, too. People may buy good luck charms or paper *kasa*. They may buy rice balls or fish soup to eat.

⑥ One of the most important religious festivals is the Feast of Lanterns. It is also called the Bon Festival. The Bon Festival lasts three days, July 13, 14, and 15. On these days each family does special honor

to those who have died. First the houses are carefully cleaned. Then the family goes to the graveyard. Each person carries a lantern. They guide the spirits of the dead family members back to their homes. Good food is waiting for the spirits there.

The Festival of Lanterns is not a sad time. Members of the family exchange gifts. Some store owners give presents to their customers. On the last day of the festival a special dance is held. It is called *Bon Odori*.

The New Year celebration begins on January 1. It lasts all month long. It is a time to give gifts and to wear new clothes. It is a time to pray for good health. Boys fly kites. Girls play a game called battledore and shuttlecock. Firemen do daring tricks on tall ladders.

There is much visiting during New Year's. Visitors leave cards in a box placed near the door. During the first week of January, the doors are trimmed with pine and bamboo branches. These are charms. They are supposed to bring good health and long life to the family.

Most cities hold festivals of their

own. Kyoto is known for the *Gion* Festival held in the last part of July. There are parades with floats and dancers. Some people march, carrying shrines. Huge crowds gather from all over Japan for the festival.

Osaka, Nagasaki, and Nikko are famous for their festivals, too. At one festival in Nikko there is always a kite several stories high. It takes hundreds of men to fly the giant kite!

There are even more holidays in Japan than in our country. The people look forward eagerly to each one.

#### THE JAPANESE FLORAL CALENDAR

January	Pine
February	Plum
March	Peach and pear
April	Cherry
May	Azalea, peony, and wisteria
June	Iris
July	Morning glory
August	Lotus
September	The "seven grasses of autumn"
October	Chrysanthemum
November	Maple
December	Camellia





## QUESTIONS to ANSWER

1. How did the *shichi-go-san* festival get its name?
2. What do mothers and fathers do on Children's Day?
3. What kind of blossoms do the Japanese admire in July?
4. What do Japanese children do at the Moon Festival?
5. When do the Japanese put pine branches on their doors? When do some Americans do the same?



## QUESTIONS for TEAM DISCUSSION

1. Do you think carp kites are a good choice for Boys' Day? Give your reasons.
2. Do we have any flower festivals in this country? Can you think of any American cities that are well known for special celebrations?
3. Which Japanese holiday sounds the most interesting to you? Why?
4. How do the Japanese celebrate the New Year? How do we celebrate New Year's?
5. Have you ever blown bubbles and watched the pretty colors in them? What else can you think of, like snowflakes or icicles, that would be fun to look at?



## ACTIVITIES

1. Outline this chapter.
2. Plan a festival for your room. Make up a name for it. Make decorations. Write poems or songs. Have a parade and entertainment.

3. Read in other books about festivals in Japan. Choose one festival to describe to the class. You may draw or collect pictures to illustrate your talk.
4. Write your own story about the rabbit in the moon.
5. Draw pictures of festival celebrations. Arrange the pictures as a mural.









## GAMES, TOYS, and RECREATION

**J**APANESE children, like American children, play tag, hide-and-seek, and blindman's buff. Many of them learn to walk on stilts. Girls play with dolls, and boys fly kites.

Of course the girls do not play with their festival dolls. Those dolls are just to look at and admire. Many American girls, too, have doll collections that they just admire.

The boys' kites in Japan are a little different from our kites. They are all shapes and sizes. A favorite kind is

### LEARN TO SAY:

*jan-ken-pon*

*goban*

*origami*

jān • kĕn • pōn

gō • bān

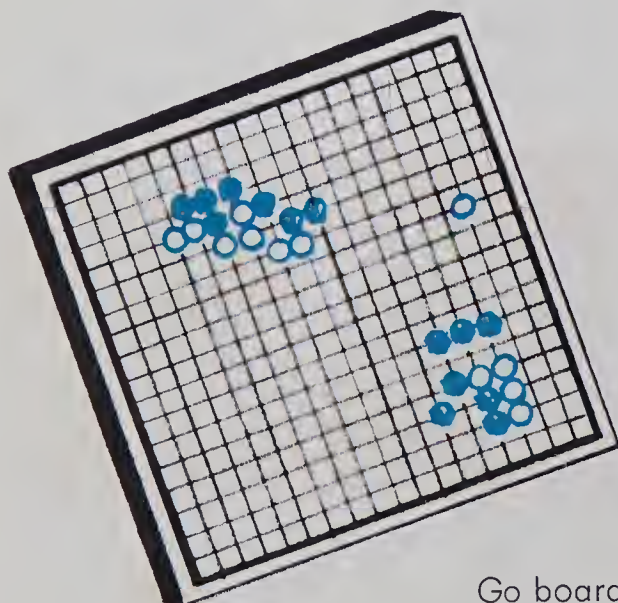
ō • rē • gā • mē



the dragon kite. It has a fierce face and a long tail. Stores and schools give prizes for the best kites.

Prizes are sometimes given for model airplanes, too. The boy or girl who makes and flies the best model airplane may get a prize.

Children in Japan like to play a game that they call *jan-ken-pon*. It is like a game that many American children play. Usually two children play it together. Each child holds out a closed fist, two fingers, or an open hand. The closed fist means stone. The two fingers mean scissors. The open hand means paper. The person who has "stone" wins over "scissors" because stone can break scissors. "Paper" wins over "stone" because it can wrap up stone. The person who has "scissors" wins over "paper"



Go board

because scissors can cut paper. Sometimes *jan-ken-pon* is played to help choose teams for games.

For hundreds of years the national game in Japan has been *Go*. The Japanese learned *Go* from the Chinese a long, long time ago. *Go* players use a square wooden block called a *goban*. The *goban* has 361 small squares. It is like a checkerboard. But *Go* is played with stones instead of checkers. There are 181 black stones and 180 white stones. As in checkers, one player tries to block the other player's stones. It takes careful thinking to move the stones to the right squares. *Go* is much harder to play than checkers.

Another game that Japanese children have played for centuries is *battledore* and *shuttlecock*. The *battledore* is a wooden paddle. The *shuttlecock* is a small cork with a feather in one end. The shuttlecock floats through the air when hit by the battledore. This is like our game of *badminton*, except that we use a *badminton* net. Japanese children may play *battledore* and *shuttlecock* anywhere because they do not use a



*Japan Air Lines*

These children, dressed in holiday kimonos, are celebrating the New Year with a game of battledore and shuttlecock. One side of the battledore is beautifully decorated.

net. Many games of battledore and shuttlecock are played during the New Year celebration. It is easy to see who has lost a game of battledore and shuttlecock. The loser's face is marked with powder or charcoal!

Children and grownups both like to play a card game called "One Hundred Poems." Cards with lines of poetry printed on them are spread

out on the *tatami*. One person says the first few lines of a famous poem. The other players try to find the card that has the rest of the poem printed on it. Sometimes a player can recognize a poem by its first few words. He has the best chance to find the card that fits it. "One Hundred Poems" is another game that is often played at New Year's.





Use colored paper six inches square.



Fold the square like this.



Fold down the top tips this way.

Many children have fun making things by folding paper. This is an art that takes time to learn. It is called *origami*. *Ori* in Japanese means to fold. *Gami* is a Japanese word for paper. For *origami*, the children use pieces of colored paper about six inches square. They fold the squares to look like boats, hats, boxes, flowers, birds, or animals. The things they make are called *origami*, too. The *origami* may be hung on strings from the ceiling for everyone to admire.

Paper is very important to children in Japan. One person they love is the paper-show man. The paper-show man carries a little theater on a cart or a bicycle. Wherever he sees a crowd of people, he stops. He sets up his little theater. Then he claps two wooden sticks together. Children come running from all directions when they hear the clappers. They buy some candy to eat while they watch the paper-show.

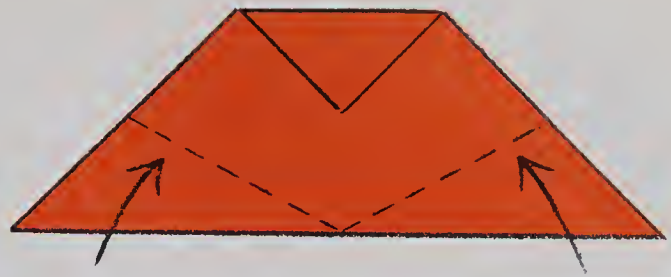
The paper-show man tells a story. As he talks, he runs paper pictures through a wooden frame. Just when the story gets most exciting, he stops!

The children must come back tomorrow to hear what happens next. As they leave the paper-show theater, they each give the man a yen. A yen is worth less than our penny.

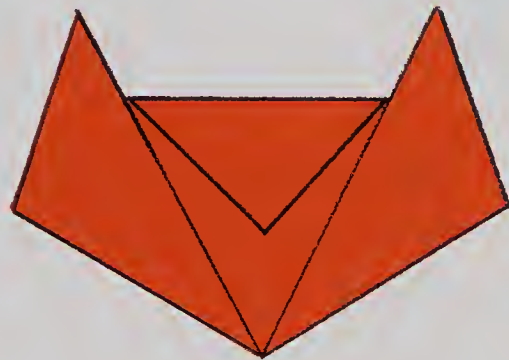
Toys in Japan are often made of paper. Children like paper noise-makers and brightly colored prayer sticks. Paper boats are thrown into the river to carry away evil spirits.

Toy horses have a special meaning in Japan. Horses of paper, clay, wood, rope, or straw are given to sick children. It is said that these horses hold magic spirits. The spirits are supposed to help sick children grow well and strong.

A whole group of toys in Japan are supposed to have such powers. These folk toys, as they are called, have been made in Japan for hundreds of years. Today travelers to Japan almost always buy some folk toys to take home. The travelers do not really believe the toys are magic. They use the brightly colored little dolls and animals as decorations. Japan also ships modern toys to other countries. By now, toy-making has become one of Japan's biggest industries.



Fold up the bottom corners this way.



Now your paper looks like this.



Turn it over and make a cat's face on it.





## QUESTIONS to ANSWER

1. What games do both Japanese and American children play?
2. What is the Japanese national game?
3. What happens to the loser in battledore and shuttlecock?
4. What happens at a Japanese paper-show?
5. What kinds of toys are often given to sick children in Japan?



## QUESTIONS for TEAM DISCUSSION

1. Why do Japanese and American children play many of the same games?
2. Have you ever played badminton? What is another name for the badminton "bird"?
3. Do you think that learning games like chess, checkers, and *Go* has any effect on the way a person thinks?
4. Of the Japanese toys and games you have read about, which do you think you would like best?
5. Do you think you would enjoy a Japanese paper-show? Give reasons for your answer.



## ACTIVITIES

1. Make some *origami*. Write a story about one of the things you make.
2. Put on a two-day paper-show. One half of the class may write a story. Choose a paper-show man. He will stop at the best part of the story. The rest of the class may then write an ending to the story for the paper-show man to tell another day.

3. Try to find and bring to class some Japanese coins or pictures of them. Try to find out exactly how many Japanese yen equal one of our dollars.
4. Make a kite in the shape of a fish or a dragon. Find or write a story about a fish or a dragon kite. Be ready to read it to the class.
5. Play a poetry game without cards. One person may say a line of a poem. The rest of the class will try to say the second line.











## SPORTS

PERHAPS the favorite sport in all Japan is baseball. There are two big leagues which play a "World Series of Japan." The Japanese rules of *besu-boru*, as they call it, are much like ours. The best players are treated as heroes, just as ours are. Sometimes teams from the United States go to Japan to play against teams there.

Children play baseball wherever they can find enough space. Both

children and grownups like to go to baseball games. If they cannot go, they listen to the radio or watch the games on television.

Baseball players in Japan are very polite to one another. Before each game, the two teams line up facing each other. All the players bow to one another.

Almost everyone in Japan knows how to swim. They swim for fun at





*Consulate General of Japan, New York*

Judoists are rated by grades, from 1 to 10. Each promotion must be earned in a tournament.

their many beaches. Sometimes boys swim in the moat around the emperor's palace. Japanese swimmers are known all over the world. Many of them have set swimming records.

Another sport the Japanese like is golf. Not everyone can play it, though. It costs too much money.

Those who do play usually rent their golf clubs. Not many people own their own clubs.

The golf courses in Japan are very beautiful. Many of them have flower beds along the greens.

There is one big difference between American and Japanese golf. In

Japan, some of the caddies are girls.

⑦ A very old sport in Japan is wrestling. Japanese wrestling is called *sumo*. *Sumo* wrestlers are big and fat. Some of them weigh as much as 350 pounds. They wear their long hair in knots at the backs of their heads. In the ring they wear few clothes and no shoes.

These big men fight on raised platforms. They seem to move very slowly. There are two ways for a man to win a *sumo* match. He may push the other from the ring or throw him to the floor.

The judges at a wrestling match wear the kind of clothes worn long ago. They direct the wrestlers by waving lacquer fans.

⑧ Judo is a sport taught in all Japanese high schools. Judo fighters wear loose white cotton coats, long white pants, black belts, and no shoes. A weak man who knows judo can protect himself against a strong man. He can throw the other off balance and upset him. Even so, judo fighters are polite. Women, as well as men, learn this useful sport. Today in America, policemen and many other people are

#### LEARN TO SAY:

<i>sumo</i>	sōō • mō
<i>judo</i>	jōō • dō
<i>kendo</i>	kĕn • dō
<i>cormorant</i>	kôr'mō • rānt
<i>ayu</i> °	ī'yū

learning judo. Judo has also been added to the program of the Olympic Games.

⑥ Kendo is a kind of fencing. Boys may learn *kendo* in school. They wear long black divided skirts and long heavy gloves. For protection they wear padded leather chest plates and wire masks. They fence barefooted, with long bamboo poles. As they poke or swing at each other, they yell and make noises. The *kendo* judge wears a dark kimono over a divided skirt. He waves his fan as he calls the points. When the match is finished, the *kendo* fencers bow to each other.

⑦ Horseracing, tennis, volleyball, basketball, rowing, and skating are all popular in Japan. So are skiing and climbing on Japan's many mountains.





*Japan Travel Bureau*

Find some things in this picture that help you to know what kind of fishing it shows.

You remember that many people in Japan earn a living by fishing. For others, fishing is a favorite sport. Some of the sports fishermen have birds as helpers. The birds are cormorants. There is much cormorant fishing on the Nagara River. Travelers from other countries like to go there to watch the famous sport.

The fishermen choose a night when the moon is not full. Then a group of them go together to the river. A

torch, or a basket of fire, is fastened to each boat. The fish come toward the light. The fish are trout or *ayu*.

One man in each boat has eight or ten cormorants on strings. This fisherman keeps the strings in his hands. He lets each string out enough so that the cormorant can dive for a fish. The bird catches the fish but cannot eat it. A ring around the bird's neck keeps it from swallowing. When a bird has caught a fish, the man with the string guides the bird back to the boat. The fisherman takes the fish from the bird's beak and adds it to the "catch."

Cormorant fishermen are very kind to their birds. If they are not kind, the cormorants will not fish. A fisherman does not take a fish from a cormorant by force. He rubs the bird's neck gently. Soon the bird drops the *ayu* into the fisherman's basket. Later, all the birds are fed some of the fish from the basket.

There are many kinds of sports which people enjoy in Japan. Sports help to improve the nation's health. They give the people worthwhile ways of using their free time.





*Kato—FPG*

During the skiing season, thousands of people go out each week to Japan's snowy hills.





## QUESTIONS to ANSWER

1. What sports have the Japanese borrowed from other countries? What have we begun to borrow from the Japanese?
2. What are some of the differences between playing golf in Japan and in the United States?
3. What is a favorite sport of the Japanese? What is your favorite sport?
4. What does a judo fighter wear?
5. What kind of sport is *kendo*?



## QUESTIONS for TEAM DISCUSSION

1. How do American tennis players show politeness to one another? Can you think of other sports in which American players show politeness?
2. How can a *sumo* wrestler win a match? How can an American wrestler win?
3. Do you think you would like to learn a Japanese sport? Which one?
4. Do you think it is a good idea to have flower beds on golf courses? Give reasons for your answer.
5. What are some differences between a fencing match in Japan and a fencing match in the United States?



## ACTIVITIES

1. Find out all you can about judo. Be ready to tell the class what you have learned.
2. Collect or draw pictures of judo, fencing, or *sumo* matches.

3. Try to find the names of some Japanese athletes who have become well known in this country.
4. Look for newspaper or magazine articles about baseball and other sports in Japan.
5. Act out a pantomime showing Japanese judges at wrestling or fencing matches and American referees at a wrestling match or prize fight.











# 7

## ENJOYING BEAUTY

Art

Music

The Theater

The Geisha

Poetry

The Tea Ceremony







## ART

ART has a place in almost every part of Japanese life. Each home has one corner where some piece of art is always on display. Food is served in dishes that are works of art. Fans and kimonos are lovely to look at. Even simple words, written with a brush, may form beautiful wall hangings.

The Japanese people like to have beautiful things around them. More important, they try to set aside time each day just to enjoy beauty.

One place where a Japanese family enjoys beauty is the garden. Japanese gardens are of many shapes and sizes. They may be huge, like the garden around the emperor's palace. They may be so tiny they are grown in clay pots. But almost every family has some kind of garden.

Gardens in Japan are different from gardens in other parts of the world. Most of them have only a few flowers. Plants, grasses, twigs, and leaves take the place of flowers.



Trees are made to grow in interesting shapes. The Japanese tie the tree trunks and branches to make them grow in a certain direction. Branches are wrapped so the leaves will grow only in the right spots. Sometimes the wind lends a hand and helps shape the trees. Rocks and stones, carefully placed, add to the garden's beauty. Some gardens have stone lanterns, little bridges, or gates called *torii*. Others have pools of water to mirror all the beauty.

Perhaps because they have so few flowers, Japanese people have made an art of flower arrangement. The art is called *ikebana*. Every Japanese girl learns it in school.

To the Japanese, flower arrangements have many meanings. There are arrangements for holidays, special events, and seasons. Some arrangements tell of the past, present, or future. A flower in full bloom stands

for the past. A flower half open tells of the present. Buds tell of the future.

In an arrangement, the flower with the longest stem means heaven. It is placed in the middle of the bowl or vase. The middle-sized stem means man. It is placed so that it leans toward one side. The flower with the shortest stem is placed lowest and twisted toward the other side. It means earth. Three flowers with some green leaves may make up the whole arrangement. Other flowers may be added. An odd number of flowers is always used. If leaves or grasses are added, they, too, are in odd numbers.

Sometimes a pine cone or an interesting piece of wood may be used in a flower arrangement. But, whatever they use, the Japanese like to keep their flower arrangements simple.

Americans have begun to use a Japanese word that describes the simple kind of beauty enjoyed by the Japanese. The word is *shibui*. It means deeply, quietly, and peacefully beautiful. The more you study a *shibui* thing, the more beauty you see in it.

#### LEARN TO SAY:

*ikebana*

ē • kĕ • bā' nā

*shibui*

shĕ • bōō • ē









*Japan Air Lines*

This craftsman is carving a wood block.

Water colors are well suited to *shibui* paintings. Most Japanese painters use water colors for all their pictures. Rice paste or fish glue may be added to the paint to make the color richer. Black Chinese ink may be used along with the water colors.

The Japanese artist tries to show actions or feelings. He does not try to show an exact likeness. First he paints the general shape of his picture on paper or silk. Then he adds a few lines, and the picture is finished.

Japanese pictures may be in the form of scrolls. These are kept rolled

up except when they are hanging in the *tokonoma*. Other pictures may be painted on screens, against a background of gold or silver.

The Japanese are well known for the beauty of their block prints. To make these works of art, an artist draws a picture on a block of wood. Then a carver cuts away all the wood around the picture. What is left are the lines the artist drew. The picture now stands out from the rest of the wood block. Ink or paint is spread over the picture. Then paper is placed on the block. The back of the paper is rubbed. In this way the lines of the picture are inked on to the paper. This may be done many times. It may be done by hand or by machinery. Either way, many copies of the artist's work can be made. The copies are called block prints.

Not all carvers in Japan work with wood blocks. Some carve pictures on the walls of temples. Others carve grills for homes and gardens. Some may carve simple boxes, bowls, or chopsticks. But whatever he carves, the Japanese carver is an artist. His works are pieces of art.



## QUESTIONS to ANSWER

1. How do the Japanese make trees grow in certain shapes?
2. What is the Japanese word for the art of arranging flowers?
3. What are some of the rules followed by flower arrangers?
4. What Japanese word describes a certain kind of beauty?
5. What are some of the materials used by Japanese artists?



## QUESTIONS for TEAM DISCUSSION

1. What are some of the differences between artists here and those in Japan?
2. How do you think love of art affects the Japanese way of life?
3. In what way is a rubber stamp like a wood block?
4. Do you think Americans should borrow from the Japanese any ideas about flowers or gardens? Give reasons for your answers.
5. What kinds of art work do you like best?



## ACTIVITIES

- ✓ 1. Choose a pupil to bring to class two pictures. One of the pictures should be by a Japanese artist. The rest of the class may guess which picture is Japanese. Each person should be ready to give reasons for his guess.
2. Try to find magazine articles or other writings about *shibui*. Be ready to tell the class what the word *shibui* means to you.
3. Have a flower-arranging contest.
4. Make some block prints.
5. Make a screen that folds into three parts. Paint a picture on it.







JAPANESE music sounds different from ours. Our musical scale has seven tones. Theirs uses only five tones.

The Japanese musical instruments are different from ours, too. Most of them were brought to Japan from China, Korea, and India.

One interesting instrument is the *koto*. It is about the size and shape of a harp. It has thirteen strings on its wooden frame. The player plucks

the strings with picks worn on the thumb and first two fingers. But the *koto* player does not sit in a chair to

#### LEARN TO SAY:

<i>koto</i>	kō • tō
pluck	plŭk
<i>biwa</i>	bē • wā
<i>shakuhachi</i>	shä • kōō • hä • chē
<i>samisen</i>	sä • mē • sĕn



play. Instead, the *koto* is placed flat on the floor. The player kneels in front of it.

Another Japanese instrument is the *biwa*. It is about four feet long. Its body is shaped like an egg, but it has a long curving neck. The player does not use a pick. The four strings of the *biwa* are plucked with the fingers.

The sound of bamboo flutes is often heard in the streets of Japan. The flute, about twenty inches long, is called a *shakuhachi*. Flutes are always played during the New Year holiday.

Favorite of all the Japanese instruments is the samisen. Like our banjo, it is about three feet long and is played with a pick. But a banjo has five strings. A samisen has only three.

There are also many western-style instruments in Japan today. Many children take violin or piano lessons. Western-style music is heard over the radio and television. Some Japanese like American songs better than their own. Young people may spend the evening in a coffee house, listening to American music.



Three Lions, Inc.

The Japanese play many interesting musical instruments. Here a musician drums on a metal pan called a *shoko*.

Singing began in Japan as poetry. In the early days, poems were spoken or read in singsong voices. This was the beginning of Japanese folk music. Folk songs today do not sound like those first ones of long ago. Both the music and the instruments have changed. But many folk songs are still sung in Japan. Folk music is heard at festivals and during plays in the theaters.



## QUESTIONS to ANSWER

1. What are some of the instruments played in Japan?
2. When might you hear the sound of the *shakuhachi*?
3. Why does Japanese music sound different from ours?
4. How did Japanese folk music begin?
5. How many things have you learned about music in Japan?



## QUESTIONS for TEAM DISCUSSION

1. Do you think Japanese music will ever be played here as American music is played in Japan? Give reasons for your answer.
2. What names do we have for the seven tones of our musical scale?
3. From what countries did Japan get musical instruments? From what countries did we get some of ours?
4. What may be some reasons that the *koto* and the harp are played in different ways?
5. Why is music important to the people of all countries?

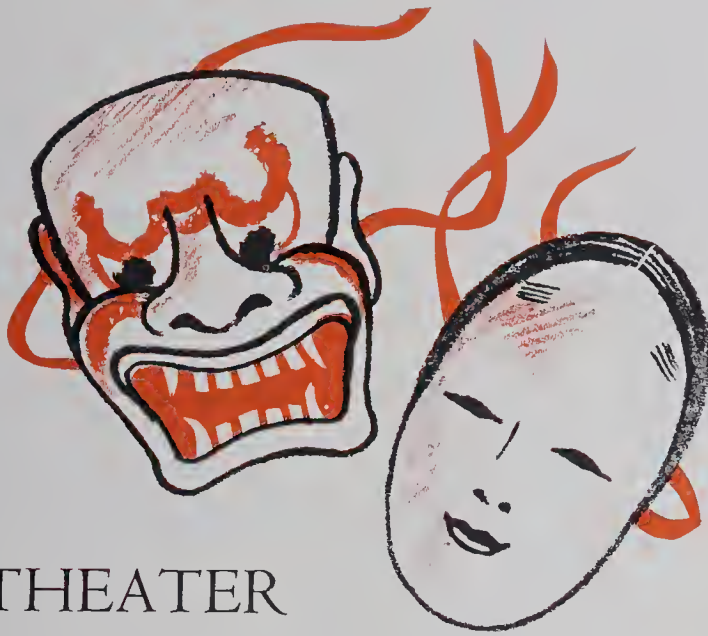


## ACTIVITIES

1. Try to find pictures of Japanese instruments.
2. Bring records of Japanese music to class and listen to them.
3. Learn to sing a Japanese song.
4. Say or read a poem in a singsong voice. Make the poem into a song.
5. Try to find a person who knows the five tones of the Japanese scale. Ask that person to compare the five-tone scale with our seven-tone scale.







## THE THEATER

IN our country, plays in the theater are not very different from the movies. In Japan, plays and dances in the theater are not at all like the movies. Neither are they anything like our plays and dances.

All plays in Japan have dancing in them. It is hard for a stranger to tell the difference between a dance and a play.

Stage plays from long-ago Japan can still be seen today. Among them are the *Bugaku*, the *Noh*, the *Bunraku*, and the *Kabuki*.

*Bugaku* is a dance form that is more than a thousand years old. The dancers wear strange masks and move about very slowly. Their dancing may be a form of praying for the emperor. It may tell of some great



victory. In any case, the dance has not changed in all these hundreds of years. Even the rich silk robes the dancers wear are like those of long ago.

*Noh* plays, too, have stayed much the same for hundreds of years. Once these plays took place outdoors. Today they are more often played in a theater. In the back of the stage is always a painting of a pine tree. That reminds people that the play used to be given out-of-doors. Bamboo frames placed here and there make the people think of castles, boats, or houses. There is nothing else on the stage. No background is used, and there is no curtain.

At the back of the stage sit three men who play drums and one who plays a flute. On the right of the stage

the singers kneel. They speak together in singsong voices. They help to tell the story of the play.

Only men take the parts in this kind of play. Whether the actor is playing a man or a woman, he wears a mask. The actors speak or sing lines written by Japan's great writers. The acting is done by moving the body, the arms, and the legs. People who have studied plays of this kind understand them. They know that when an actor lifts his hand to his face he is supposed to be weeping. They know what stamping a foot means. They know that a few steps forward may mean a whole journey. People who have not studied the plays do not know these things. Still, they like to go to the theater. They like to see the beautiful clothes of the actors, the dancers, and the singers. They like to look at the strange, carved masks.

Between the acts of the *Noh* play, another play is given. It is called *Kyogen*. This play is short and funny. It makes the people laugh. Then they are ready to enjoy the next act of the *Noh* play. No one knows who wrote

#### LEARN TO SAY:

<i>Bugaku</i>	bōō • gā • kōō
<i>Noh</i>	nō
<i>Bunraku</i>	bōōn • rā • kōō
<i>Kabuki</i>	kā • bōō • kē
<i>Kyogen</i>	kyō • gēn



Burt Glinn—Magnum

This is a family of Kabuki actors. The father's name is Matsumoto Koshiro. He is the eighth actor to have this name. One of his sons will some day be the ninth.

these little *Kyogen*. They were written long ago, about the same time as the *Noh* plays.

The *Bunraku* is a puppet play. Most Japanese puppets are much larger than ours. They are almost as large as the people who work them. A head man and two helpers work each puppet. These men work in

plain sight. There is no curtain to hide them. The head man wears brightly colored clothes. His two helpers wear black hoods and robes. While the puppets act, a man called a chanter speaks the lines of the play. He speaks, or chants, in a singsong voice. Another man plays a *samisen* as background music.





Kabuki theater

Even though all these people can be seen, the puppets seem like live actors. It is almost as though the puppets are working the people, instead of the other way around!

In *Kabuki* plays, live actors act like puppets. They move stiffly. Their faces are heavily painted. White paint may mean that the part is that of a woman. The hero may have bright lines of color on his face. A

bad person may have blue lines. All the people on the stage wear heavy wigs.

This kind of play was first acted by women. Then, in 1629, the rulers of Japan said that women could not go on the stage. Since then all the parts have been taken by men. The men dance, but they also speak lines. Often they put on exactly the same plays as the puppet theater.

There are large theaters used only for *Kabuki*. These theaters may seat from fifteen hundred to two thousand people. The people may come to the theater in the morning and stay until night. There are two performances, with only half an hour's rest between them.

The stage in this kind of theater has a curtain. When the curtain opens, there is a great noise of wooden clappers. The actors may or may not be on the stage. Often they reach the stage by walking from the back of the theater over a raised passageway. As they walk along the passageway, the audience can see what beautiful clothes the actors are wearing.

The *Kabuki* plays are quite exciting. They have many kinds of music and dancing as well as acting. There is a great deal of noise. Sometimes the actors stop moving and speaking. They stand perfectly still in a beautiful tableau.

A man in a black hood moves silently about the stage. He is there to help the actors. If they forget their lines, he reminds them. He

helps them with their clothes. The people watching the play make believe he is not there. His hood is supposed to keep him from being seen.

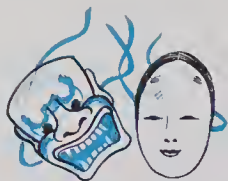
The Japanese people and visitors to Japan enjoy these plays. Everyone seems to have some favorite players. Many players belong to families whose sons, for hundreds of years back, have been players.

There is no longer a law keeping women off the stage. Still, they do not act in these old-style plays. There are all-girl companies of singers and dancers. Some of them have appeared in the United States.



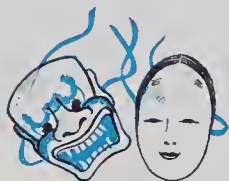
puppet





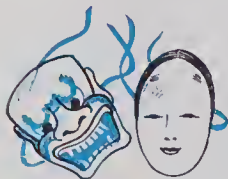
## QUESTIONS to ANSWER

1. What kinds of long-ago stage plays are still seen in Japan?
2. In which of these plays are masks worn?
3. What are some ways in which Japanese puppet shows are different from ours?
4. What is a samisen? How is it used in the theater?
5. What are some of the things you have learned about *Kabuki*? What have you learned about Japanese puppet plays?



## QUESTIONS for TEAM DISCUSSION

1. Do you think you would like to go to a *Kabuki* play? Give reasons for your answer.
2. What happens when a player in this country forgets his lines? How is this different from what happens in Japan?
3. In *Kabuki* plays, how may an actor show that he is taking the part of a good person? How may he show that he is taking the part of a bad person? How do our actors show what kind of parts they are playing?
4. Why are women's roles played by men in the old-style plays?
5. What do our players do to their faces before appearing on the stage? Why?



## ACTIVITIES

1. Make up some questions about plays and theaters in Japan.
2. Design a stage set for a *Noh* play.

3. Make a mask.
4. Make a puppet.
5. As a class project, make up a Japanese kind of play and act it out.









## THE GEISHA

THE word geisha means “artist” or “accomplished person.” About two hundred years ago, geisha were men or women hired to dance at parties. Today all the geisha are women. Most of them have spent years in training for their work. They have learned to dance, to sing, and to play the samisen. Arranging flowers, serving tea, and writing poems are all part of a geisha’s studies. Most important, geisha are taught to be polite and pleasant to everyone.

Geisha work in geisha houses. A geisha house is almost always a beautiful building. Parties are held there. Japanese gentlemen are the hosts and the guests at these parties.

Sometimes the men bring their wives. More often, the wives remain at home. Most Japanese women do not go with their husbands to public places as American women do. It is thought proper for men to pay the geisha to entertain them and their guests.

The host hires a certain number of geisha for each party. He may hire a few girls who are not yet fully trained as geisha. It is easy to tell the difference. The fully trained geisha has a V-shaped white mark painted on the back of her neck. The younger girls do not have this mark.

At the party, the younger girls dance first. Later the geisha dance.



During the dances, other geisha sing or play the samisen.

The girls are lovely in their bright kimonos and rich silk *obi*. Their faces are painted white. Their hair, piled high in the fashion of long ago, is very black. Most of the girls wear black wigs. Geisha look almost like dolls as they move about.

After the dances, the girls sit near the guests. If the guests want tea or rice wine, the girls may pour it. Sometimes the girls and the guests talk together. But if the men wish to talk about business, the girls are quiet.

Years ago in Japan, poor parents sometimes sold their prettiest daughters. The girls were sold to the owner of a geisha school. When they became geisha, the girls worked for him. All the money they earned went to pay for their training. It took years to pay the whole amount. The owner would not let them stop working until it was all paid.

Today parents do not sell their daughters. No girl can become a geisha until she is eighteen. Then her earnings are her own. She may stop working whenever she likes.



*Japan Air Lines*

A geisha may wear "the flower of the month" as a hairdress ornament.

Of course many geisha do not wish to stop working. Many of the best dancers and singers work well past middle age. It is said that one well-known geisha worked until she was over a hundred.

The geisha have been important to Japan's way of life. They have kept alive many of the arts of the old days.



## QUESTIONS to ANSWER

1. What does “geisha” mean?
2. What are some of the arts girls learn at geisha school?
3. What is the mark of a fully trained geisha?
4. What do geisha wear on their heads? What do they put on their faces?
5. In what way have the geisha been important to Japan?



## QUESTIONS for TEAM DISCUSSION

1. How has the life of the geisha improved since the old days?
2. What may be a reason that Japanese have buildings that are used only for parties?
3. If you owned a geisha school, how would you decide which girls to accept as pupils?
4. Do you think you would like a geisha party better than a party in a Japanese home? Give your reasons.
5. What are some of the arts the geisha have helped to keep alive?



## ACTIVITIES

1. Make a list of the things you have learned about geisha.
2. Make and dress a geisha doll.
3. Draw or paint a mural of a geisha party.
4. Try to find and bring to class a picture of a geisha house.
5. Write a story with one of these titles: “A Geisha School,” “Why I Would Like To Be a Geisha,” “Why I Would Not Like To Be a Geisha.”



Poems are important to the Japanese people. Every Japanese person knows some poems by heart. Almost everyone, from the emperor to the poorest farmer, makes up poems. Poems are printed on playing cards, and games are played with them. Some people write poems instead of letters. Japanese poems, like Japanese gardens, may be very tiny and still be beautiful.





## POETRY

IN November of each year the emperor of Japan sends a message to the people. He asks them to write poems. He tells them what subject he has chosen for the year's poems. The subject might be flowers, trees, or the winter snow. It might be the seashore or the moon. The subject is almost always taken from nature.

Many thousands of poems are written and sent to the emperor. He

chooses the five he thinks are best. In January those five poems are printed in all the newspapers. The

### LEARN TO SAY:

<i>haiku</i>	<i>hī • kōō</i>
--------------	-----------------

Bashō	<i>bä • shō</i>
-------	-----------------

<i>tanka</i>	<i>tänk • ā</i>
--------------	-----------------

Minamoto no	<i>mē • nä • mō • tō nō</i>
-------------	-----------------------------

Yorizane	<i>yō • rē • zä • ně</i>
----------	--------------------------



writers are invited to the emperor's palace. There the winning poems are read by the writers.

Most Japanese poems are short. They do not rhyme as ours do, but they do follow certain rules. There are rules about the number of lines and the number of syllables.

A favorite kind of poem is the *haiku*. It is only three lines long. The first line has five syllables, the second seven, and the third five. Each *haiku* has something to do with a season of the year.

All Japanese children learn to write *haiku*. Some American children do, also. *Haiku* written in English may or may not rhyme. But even English *haiku* must have the correct number of syllables.

Here are some *haiku* that were written by American boys and girls.

1 Mountain moons are white,  
Shining o'er snow peaks at night.  
Bright and shiny light.

\* \* \*

2 The plum branches beat  
Against my window at night,  
Frightened by the wind.

3 The chrysanthemum  
Is surely the emperor  
Of all the flowers.

Little poems written in Japanese are sometimes put into English. When that happens, they may gain or lose some syllables. Here is a poem by Bashô, a favorite Japanese writer.

Now off we go  
Across the snow  
Until we tumble in it!

Another kind of Japanese poem is the *tanka*. It has five lines. The first three lines are like a *haiku*. The fourth and fifth lines each have seven syllables.

Here is a *tanka* by Minamoto no Yoritane. He was a great poet who lived about nine hundred years ago.

The day has ended  
And the visitors have left—  
In the mountain village  
All that remains is the howl  
Of storm winds from the peak.



## QUESTIONS to ANSWER

1. What are some of the rules for writing *haiku*?
2. How many syllables does a *tanka* have?
3. What season is being talked about in each of the *haiku* on page 200?  
How can you tell?
4. What is the name of one of Japan's favorite poets?
5. What are some favorite subjects for Japanese poetry?



## QUESTIONS for TEAM DISCUSSION

- ✓ 1. What may be a reason so many Japanese people learn to write poems?
2. Do you think it is a good idea to learn some poems by heart?
3. Can you think of any rules for writing English poems?
4. What may be a reason that the *haiku* by Bashô on page 200 does not seem to follow the rules?
- ✓ 5. In what way are Japanese poems like Japanese gardens?

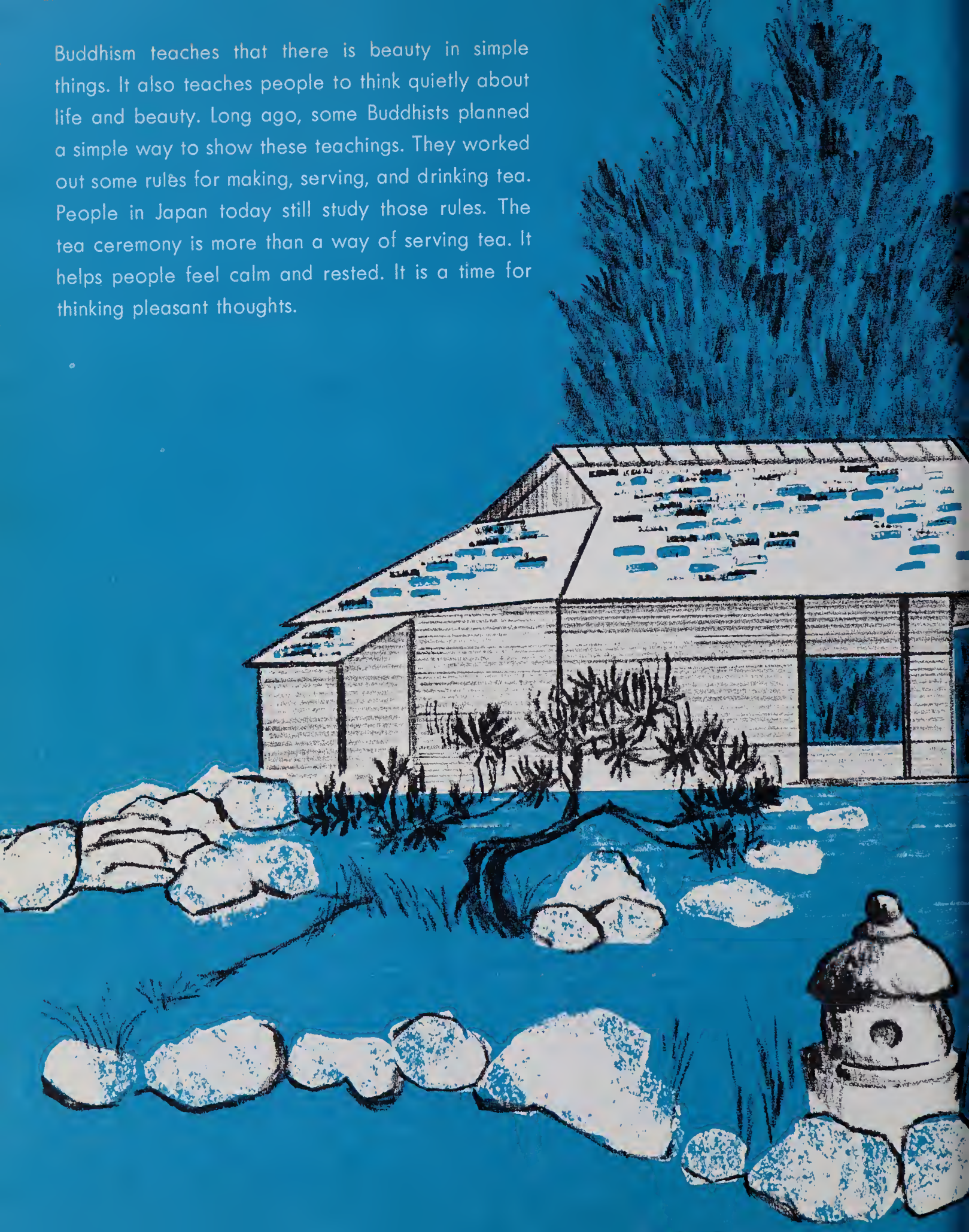


## ACTIVITIES

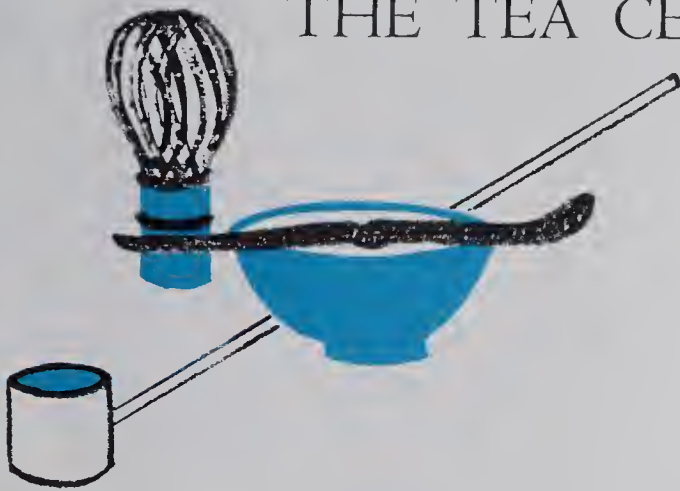
1. Write some *haiku*.
2. Write a *tanka*.
3. Choose three people to select the five best poems written by members of the class.
4. Act out the party at the palace where the winning poems are read.
5. Read an English poem called a sonnet. Find out the rules for writing a sonnet.



Buddhism teaches that there is beauty in simple things. It also teaches people to think quietly about life and beauty. Long ago, some Buddhists planned a simple way to show these teachings. They worked out some rules for making, serving, and drinking tea. People in Japan today still study those rules. The tea ceremony is more than a way of serving tea. It helps people feel calm and rested. It is a time for thinking pleasant thoughts.



## THE TEA CEREMONY



IN many Japanese gardens there is a little house. It may look poor and humble. The chances are, however, that it has been carefully built of the finest woods.

A holy man who lived hundreds of years ago had a simple little house like that. He often sat alone in the house, thinking about life and beauty. He was one of the men who worked

out the steps for the tea ceremony. The little houses in the Japanese gardens of today are used only for that ceremony.

Some homes do not have a tea house in the garden. Some families set aside a room in their homes instead. That room is used for nothing but the tea ceremony. Whether the ceremony takes place in the garden



or in a room, the same rules are followed. The guests arrive, usually wearing kimonos. They enter the room or the tea house through a low door. They must stoop in order to go through it. By this act, the people show that they are humble.

There is always a *tokonoma* in the tea house or the special room. Each guest kneels in front of the *tokonoma* for a moment to admire it. Then they take their places on the *tatami* mats.



Japanese tea kettle

Simple kettles and bowls of clay are used. Like the little house, they may look poor and humble. But, also like the little house, they may have cost a lot of money. They may have been made by some well-known artist.

The guests talk very little. If they do speak, they keep their voices low. They all watch the lady who is pre-

paring the tea. She may have spent as much as two years learning how to do this. Strangers do not understand all the steps she follows. They do know that she moves slowly and beautifully.

The whole ceremony takes about four hours. Guests are first served a light meal. Then they rest a while in the garden or in another room. At the sound of a gong, the people return for more of the tea ceremony. By now the room has been arranged in a different way. Flowers have been added for the guests to admire.

Now the lady in charge places some powdered green tea leaves in a bowl. Then she dips hot water from a pot and pours it over the tea. With a tiny bamboo beater she begins to beat the tea. The beater is shaped like the wire one we use for beating egg whites. Soon the tea becomes thick and foamy.

All this time the guests are watching closely. They are enjoying the beauty of the lady's hands and the way she uses them. Those who know all the steps watch to be sure the lady follows every step exactly.





*Japan Air Lines*

A peaceful garden setting adds to the quiet beauty of the tea ceremony.



At last the tea is ready. The lady offers the bowl to the most honored guest. The guest sips some of the tea. Then he gives the bowl back to the lady. She wipes the rim with a napkin. Then she gives the bowl to the next guest.

Sometimes the ceremony ends when each guest has sipped from the bowl. Sometimes each guest is then given his own small bowl of the foaming tea. The guest holds the bowl, or cup, in his left hand. The fingers of the right hand curve around the cup. Through his fingers the person feels the beauty of the cup. Then he lifts the cup to eye level and admires it.



bowls used in the tea ceremony

Each person slowly drinks all the tea from his bowl. As he drinks, he goes on admiring the beauty of the

bowl. He admires the beauty of the ceremony. He tries to shut out from his mind everything that is not beautiful and peaceful.

At last each guest has finished drinking a bowl of tea. Then the lady in charge bows quietly. That is a sign that the ceremony is at an end. The guests rise to their feet. They make low bows to the lady and to one another. No words are spoken. The guests go out silently through the low door. They take with them, into the busy outside world, a feeling of quiet peace.

Today not everyone can spare four hours for the tea ceremony. Many people feel that they are too busy to spend so much time sipping tea. These people go through the ceremony in a much shorter time.

There has been another change, too. In the old days, only three or four people shared the ceremony. Today many people may be served together. They are not always quiet, either.

Still, much of the beauty remains. Even today the tea ceremony offers a chance to enjoy beauty.



## QUESTIONS to ANSWER

1. How does the tea ceremony show Buddhist teachings?
2. What takes place at the tea ceremony?
3. How should people act at the tea ceremony?
4. How should the tea ceremony make people feel?
5. What are some ways in which the tea ceremony has changed?



## QUESTIONS for TEAM DISCUSSION

1. What may be the reason that one place is set aside to be used only for the tea ceremony?
2. Do you think the tea ceremony serves a useful purpose? ✓
3. What may be the reasons the tea ceremony has changed in some ways? ✓
4. Do we have anything like the tea ceremony in our country?
5. What kinds of tea do we use most in this country?



## ACTIVITIES

1. Outline the chapter on the tea ceremony.
2. Act out the tea ceremony.
3. Read in other books about tea. Find out where it was first grown, and how it is prepared. Be ready to tell the class what you learn.
4. Read more about how the tea ceremony began. Write a story about its beginnings.
5. Bring to class a package of tea from Japan. Make tea and serve it to the class. Try to hold the bowl as the Japanese do.







# 8

## LOOKING AHEAD

Health

Education

Government

Japan and the United States







## HEALTH



THE Japanese are generally thought of as strong people. They may not be very tall, but they can do hard work. Farmers and fishermen in Japan work harder than almost anyone in our country. Japanese sports heroes are strong men.

But though it is a country of strong people, Japan was not always a healthy country. There was a great deal of sickness. Many people did not have the right foods to eat. The drinking water was not pure. People who

were not strong died. Only the strong people lived.

Now Japan is trying to keep all its people healthy. The United States government and the government of Japan have worked together. Many American soldiers and government workers live in Japan. It is important to our government to keep these people healthy.

Japan is so crowded that sickness can spread fast. Better housing would help keep sickness from spreading.



As the people get better jobs and make more money, they do get better houses. The government is helping, too. The houses and apartments the government helps to build must be of a certain kind. Each one must have a kitchen, a bathroom, and at least two other rooms. Each one must have good lighting, running water, and plenty of fresh air. But there is still a long way to go. Even today many people may live in a single room. It is easy to see how sickness spreads.

One sickness that spreads from person to person is tuberculosis. It takes the lives of many Japanese each year. The same sickness used to kill many people in our country. Today, however, we know how to treat it and how to keep it from spreading. It is no longer such a health problem as it used to be. Japanese health workers hope to end this terrible sickness.

In Japan, as in your own state, people who are very sick are taken to hospitals. Some hospitals treat all kinds of sicknesses. Others treat only one kind. As in this country, people who have enough money pay for their hospital care. Only very poor



people may be treated without charge.

More and more doctors, dentists, and nurses are being trained each year in Japan. The same is true in our own country. It is hoped that some day both countries will have as many trained people as are needed.

The Japanese people are glad to help themselves stay healthy. They try to eat all the different kinds of food needed for health. Children in



Japan has some of the best-trained doctors and medical scientists in the world. Medical students watch operations like this one over closed-circuit television.

*Marc Riboud—Magnum*

Water in the cities of Japan is now treated in ways that make it pure. Not all water out in the country is pure, but it is being improved. Government workers are teaching the people how to help keep water pure. It is hoped that some day water everywhere in Japan will be safe to drink.

It is not always safe to eat raw vegetables in Japan. Farmers in our country get fertilizer from cows and horses. But there are very few cows and horses in Japan. Farmers there may put human fertilizer on their crops. Vegetables grown in this way may make people sick. It is necessary to wash and cook such vegetables very thoroughly. The Japanese government is trying to teach farmers other ways to make vegetables grow well. Healthy people are important to every nation. In Japan, as in this country, the government is helping to improve the health of the people.

school are taught good health habits. If a person has a cold, he wears a mask over his nose and mouth. He hopes the mask will keep other people from catching the cold.

Some parts of Japanese cities used to be very dirty. Now laws have been passed that help keep the cities clean. Garbage must be picked up and taken away, as it is in our cities. Men sweep the streets each day, as they do here.





## QUESTIONS to ANSWER

1. What were some causes of ill health in Japan?
2. Why did our government want to help make Japan a healthy country?
3. What are some ways in which health is being improved in Japan?
4. What are some of our health measures that Japan is now copying?
5. What does crowding have to do with ill health?



## QUESTIONS for TEAM DISCUSSION

1. Why are healthy people important to a nation? What are some of the ways we try to improve national health?
2. What kinds of food are necessary to good health? What might be a healthful menu for a day?
3. What are some of the things done in your state to make the water pure?
4. How does it happen that there are many Americans living in Japan?
5. Why may cooking make vegetables safe to eat?



## ACTIVITIES

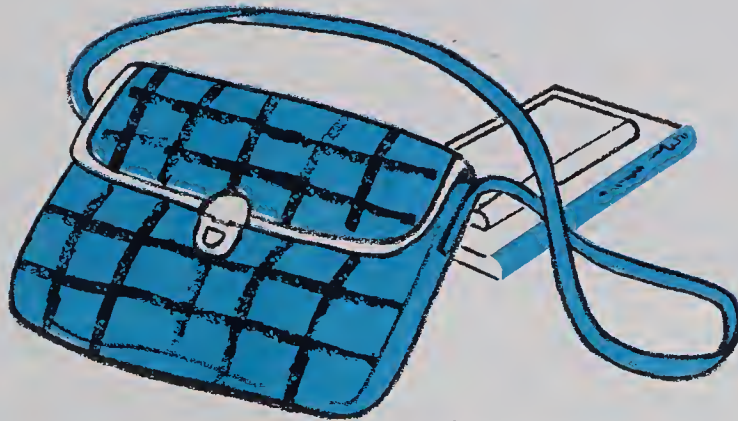
1. Try to find out how many doctors your state has for each thousand people. Try to find out how many doctors there are for each thousand people in Japan. Make a bar graph to show the difference.
2. Make a list of some of the ways your state or county government helps to keep you healthy.
3. Make a poster that shows how clean streets help people to be healthy. Make a poster that shows how housing may affect health.

4. Invite your school nurse to talk to your class about good health habits.
5. Try to find out which sicknesses cause most deaths in our country today.  
Make a circle graph to show your findings.









## EDUCATION

A hundred years ago there were no public schools in Japan. You remember that people in Japan in those days were divided into four classes. Only children of the most favored class were given any schooling.

Then a new ruler came into power. His name was Meiji. Meiji knew it was important for people to learn to read and write. His government began to build schools and train teachers.

At first, not all parents wanted to send their children to school. Many children were kept at home to work in the fields or in the family business.

Later, school laws were passed. The laws said that children must go to school for six years. After that they could go to a middle school if they wished. The middle school is like our junior high school. Only boys with very good marks could go on to high school or college. Girls were not





*Three Lions, Inc.*

Girls as well as boys are allowed to go to Japan's high schools and colleges. These students are studying late in the evening for an examination.

allowed to go to college. Very few girls went as far as junior high school.

Before long, almost everyone in Japan could read and write. Most of them knew many poems by heart. Some of them had even learned the whole dictionary by heart. What many of them had not learned, however, was how to think for themselves. They had not learned much about the rest of the world either. Most of their studies had to do with Japanese history and Japanese heroes.

After World War II, Americans took over the government in Japan for a while. The Americans wanted Japan to have a more democratic government than in the past. They wanted the schools to teach children how to live under such a government.

To train good citizens, said the Americans, the schools had to change in four ways. Everyone should be allowed to go to high school. Girls as well as boys must be allowed to go to college. Both boys and girls must be taught to think things out for themselves. And the schools and colleges should teach more subjects.

Americans no longer take part in the government of Japan. But the Japanese government is carrying out some of the American ideas about schools. Boys and girls must now go to school for nine years instead of six. That takes them through junior high school. Then they may go on to high school if they wish. To go to college one must be able to pass very hard tests. Still, more and more pupils are going to college. Many of them are girls. When these girls finish college, they may play an important part in

Japanese life. For the first time, women are becoming leaders in government, science, music, and art.

Like our country, Japan needs more schools and more teachers. There are about fifty boys and girls in every class in Japan. Most classes are crowded into old, dark, wooden buildings. But this, too, is changing. New schools are being built. The new schools are much like ours. The windows are large, the rooms bright.

The children's desks and tables look like ours. Most rooms have blackboards like those we use. The Japanese government does not yet give pupils books to use without charge. However, school children in Japan do have the use of maps, films, record players, and radios.

Japanese schools are different from ours in some ways, though. In most schools the children wear uniforms. They go to school five and a half or

How many things does this picture tell you? What grade do you think is being taught? What subject is being taught? What kind of weather is it? Describe the schoolroom.

*Japan Tourist Association*





six days a week. The school year begins on April 1 and lasts until the next March 31. There is a two-week holiday at New Year's, and one week in the spring. The summer holiday is about a month long.

When children come to school in the morning, they do not sit down right away. Each child stands beside his or her desk. Then the teacher comes in. The children bow to the teacher. They bow to one another. Then they sit down and start their lessons.

In school, Japanese children still learn a great deal about Japan. But they learn about other countries, also. They learn about Japan's place in the world. Little by little they learn to think things out for themselves. They do not simply learn by heart what someone else has thought.

Most of their lessons are much like ours. They study history and geography and science, just as we do. Much time is spent in learning to read and write Japanese. Japanese children also study languages other than their own. One of the languages they study is English.

Japanese girls may study cooking and sewing, just as American girls do. They also learn how to arrange flowers and how to make and serve tea. Boys may take courses in how to raise silkworms.

Japanese children study arithmetic, too, but some of their arithmetic lessons are different from ours. Many people in Japan learn to add and subtract with the help of an abacus. An abacus looks like a toy, but it is very useful. With its help even very hard arithmetic problems can be done quickly. Businessmen in the Orient may use an abacus as an American would use an adding machine.



abacus



*Three Lions, Inc.*

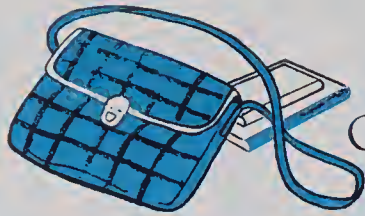
These happy school children seem to be enjoying their art lesson. How old do you think these boys and girls are? What grade do you think they are in?

Like American children, Japanese pupils often go on little trips with their teachers. They may go to the zoo, or a factory, or a government

office. City children may visit a farm. Farm children may go to the city. These trips help them learn about their country as we learn about ours.

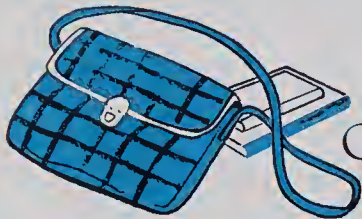






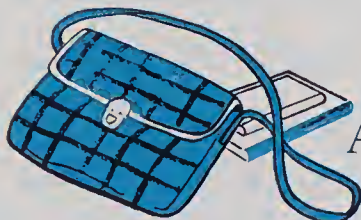
## QUESTIONS to ANSWER

1. Which ruler set up the first public schools in Japan?
2. What are the four levels of schooling in Japan? What are the four levels in the United States?
3. What changes did the Americans want made in Japanese schools?
4. Why did the Americans want those changes?
5. What are some differences between going to school in Japan and going to school in your state?



## QUESTIONS for TEAM DISCUSSION

1. Why is it important for people in a democratic country to be able to think for themselves?
2. Why is it important for children of one country to learn about other countries?
3. Do you think it is important for Japanese children to learn English? Do you think it is important for American children to learn the language of some other country? Give reasons for your answers.
4. What are some of the ways in which you are being taught to think things out for yourselves?
5. What are the most important things you learn in school?



## ACTIVITIES

1. Make believe your schoolroom is in Japan. Act as Japanese children act. Learn to say some things in Japanese. Learn to use an abacus.

2. Try to find out what percentage of the people in Japan can read and write. Try to find out what percentage of the people in your state can read and write. Perhaps your librarian will help you. Make a bar graph to show your findings.
3. Ask your librarian to help you find the story of Elizabeth Vining, an American school teacher who taught English to a Japanese prince. Be ready to tell the story in your own words.
4. Try to find a Japanese college student who is now studying in this country. Ask that person to come and talk to your class. Ask him to tell you about school playgrounds in Japan; about the subjects taught in Japanese schools; about homework in Japan; or anything else you would like to know about Japanese schools.
5. Collect pictures of schools and school children in Japan.





For hundreds of years the people of Japan had no voice in their government. Soldiers or other groups ruled the land. Even the emperor had little to do with making laws.

Then Emperor Meiji came to the throne. He took the rule away from the soldiers. At first a group of important men helped him to govern. Later the Diet, a group something like our Congress, was formed. The people were given rights they had never had before. But Japan was still not a democratic country.

Americans helped Japan on the road to democracy. When the United States Army took charge after World War II, many changes were made. A constitution much like ours was drawn up.

Under the new laws, the Japanese are allowed to say what they think. They do not have to follow any one certain religion. They have other freedoms, too. All men and women twenty years old are allowed to vote.

Americans no longer take part in the government of Japan. The Japanese are making their own way toward the kind of government they want.

Sun Goddess



samurai



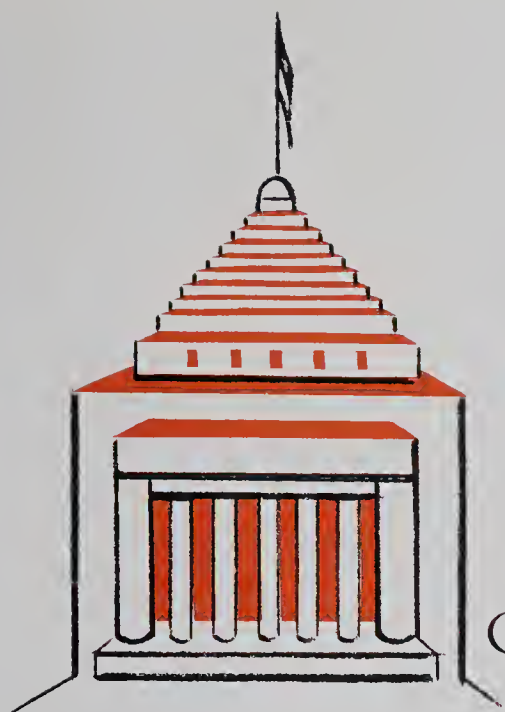
Perry's visit



Emperor Meiji



people's right to vote



## GOVERNMENT

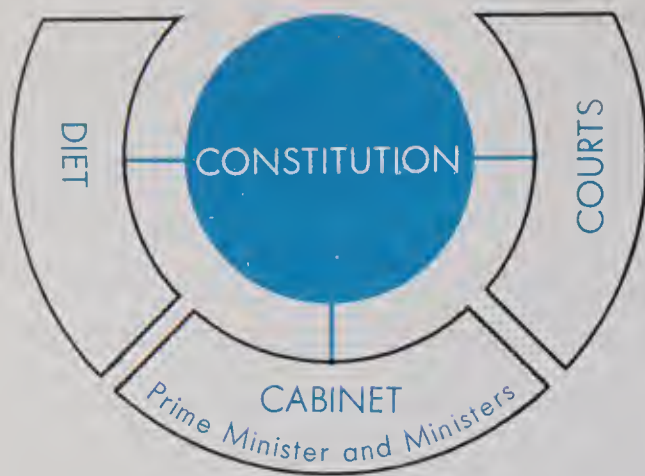
**I**N Japan today, the emperor does not rule as in days long ago. He is greatly honored, but he does not have real power. In this way the Japanese royal family is much like the royal family in Great Britain.

Japan's congress is called the Diet. It meets in Tokyo, the capital of Japan. The Diet is now made up of the House of Councillors and the House of Representatives. Members of the two houses make the laws. Laws are made in much the same way as in our Congress.

The House of Councillors is rather like our Senate. It has 250 members. Each member serves for six years, but elections are held every three years. Only 125 members are chosen at a time. They join the members who have already served half of their six-year terms. In this way matters of government may be carried on without any break.

The House of Representatives in Japan is something like ours. It has almost twice as many members as the House of Councillors. Each member





This is a general chart showing how Japan is governed. Make one of our government.

represents a district which is like a county. All of the members of this house are chosen at the same time. They serve for four years.

The real head of the government is the prime minister. He has the same duties as our president. Like the President of the United States, the prime minister has a Cabinet. Most of its members have served or are serving in the Diet. Many are business leaders. They help the prime minister decide important matters.

Sometimes members of the Diet do not agree with the prime minister and his helpers. When that happens, the prime minister may leave the government. Or he may ask the members of the House of Representatives to leave

the government. The people vote for new members.

The members of the other house are never asked to leave the government. They go on governing whether the prime minister agrees with them or not.

The highest court in Japan, as in the United States, is the Supreme Court. It has a chief judge and fourteen other judges. The Supreme Court decides if laws passed by the Diet fit in with the constitution.

The two most important parties in our country are the Democrats and the Republicans. The two most important in Japan are called the Liberal Democrats and the Socialists. These two parties agree on almost nothing. Their views on almost every subject are very far apart. Members of the two parties even have fist fights sometimes. Perhaps they are making up for the years when everyone had to agree with those in power.

Americans are glad that Japan's government is becoming like ours in many ways. Americans want Japan to have a government "of the people, by the people, and for the people."



*Consulate General of Japan, New York*

Japanese women were first given the right to vote after the end of World War II.





## QUESTIONS to ANSWER

1. Who was the first ruler to give some rights to the people in Japan?
2. What changes did the Americans make in the Japanese government?
3. What are the names of the law-making groups in Japan? What are the names of our law-making groups?
4. What are the names of the most important parties in Japan? What are the names of the most important parties in our country?
5. What are some rights the people of Japan have today?



## QUESTIONS for TEAM DISCUSSION

1. In what ways is the House of Councillors like our Senate? In what ways is the Japanese House of Representatives like ours? In what ways is the Supreme Court of Japan like ours?
2. At what age may Japanese people vote? At what age may Americans vote? Do you think our voting age should or should not be changed?
3. Why do the President of the United States and the Prime Minister of Japan each need to have a Cabinet? What are the names of some of the people in the President's Cabinet?
4. Why is the Japanese flag designed as it is? What are the meanings behind our Stars and Stripes?
5. What does democracy mean?



## ACTIVITIES

1. Look for published articles about the Japanese government.

2. Find out the names of the members of the royal family in Japan. Write a few sentences about each one of them.
3. Find out the name of the present Prime Minister of Japan. Be ready to tell the class something about his life.
4. Try to find out some of the beliefs of each party in Japan. Find out which party is now in power. Be ready to give a report to the class.
5. Bring to class a copy of the Constitution of the United States. Find out what freedoms Americans have.











## JAPAN and the UNITED STATES

JAPAN and the United States are neighbors. It used to be said that our two countries were separated by an ocean. Today most people would rather believe that the Pacific Ocean connects the two. Our backgrounds are different. So are many of our ways of doing things. We have already begun to exchange ideas and to help each other. From now on, we hope, our countries will always be good friends as well as neighbors.

Japan is more than two thousand years old. The United States is less than two hundred years old.

The Japanese of two thousand years ago lived in narrow valleys blocked by mountains. They learned

to live with wonders of nature that were often frightening.

Settlers in America had plenty of room. They had to fight the wilderness, and sometimes they were hungry. But if they wanted to move on and look for a better place, they did. They became used to the freedom of large open spaces. They began to think of things in large terms.

The Japanese, on the other hand, had no open spaces ahead of them. They had to make the best of whatever was at hand. They learned to find beauty in small, simple things.

Americans were lucky in their leaders, too. Our government, from the very first, was a government of,



by, and for the people. The Japanese are beginning to get used to that kind of government. The United States government tries to help. Our country wants its neighbor, Japan, to remain a free and friendly country. The people of both countries can help by understanding one another's differences and exchanging ideas.

Many Americans are from Japanese families. Their parents and grandparents came to this country long ago. Many of them settled in California. Many American-Japanese live in our newest state, Hawaii.

American students go to school in Japan. Japanese students come here. American scientists and business leaders go to meetings in Japan. Japanese scientists and businessmen come here. Thousands of Americans travel to Japan just to see the beautiful country. The Japanese get used to our ways of acting and speaking. Americans get used to the ways of the Japanese. Both Americans and Japanese come to understand one another better.

An American almost always smiles when he is happy. When he is sad,

there is sadness in his face. Most Japanese try not to show their pain or sadness. They smile even when they feel like crying. This is one of the differences we understand when we come to know one another.

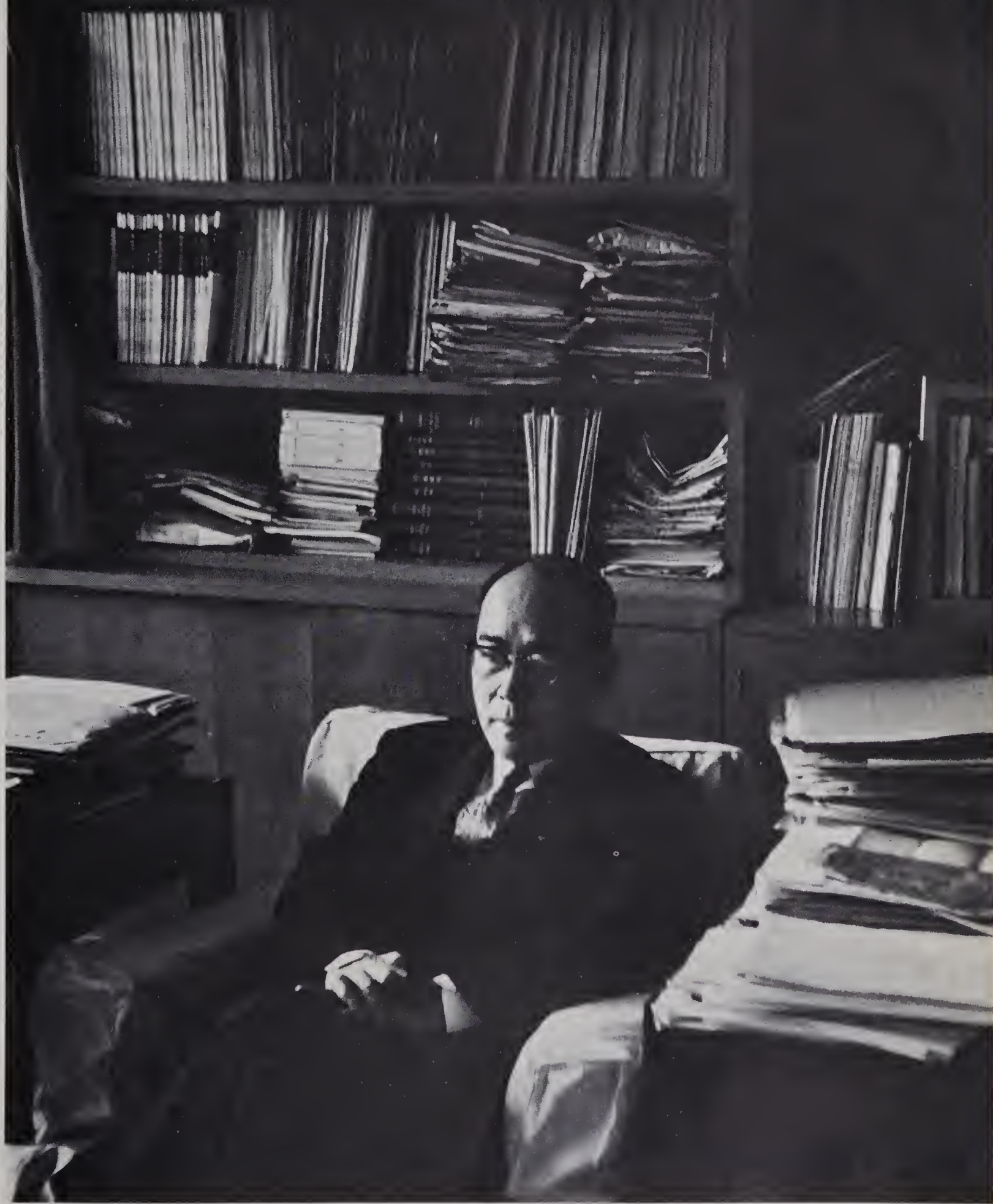
The Japanese have helped us since the war. They let us keep soldiers and weapons in their country. In turn, we have promised to help protect Japan. Japan gives us a market for our goods, as we give markets to Japan.

The Japanese have copied many of our clothes and our ways of living. We have copied ideas for clothes and houses and art work from Japan.

There are some people in Japan who do not understand Americans. There are some Americans who do not understand the Japanese. There is need for more understanding on both sides. Now that you have read this book about the Japanese, you will understand them better. You will be better able to help Japan and the United States work together.

At the beginning of the book you learned to say *ohayo*, Japan.

Now it is time to say *sayonara* to Japan, Home of the Sun.



*Burt Glinn—Magnum*

The work of Nobel Prize-winning physicist Hideki Yukawa is known throughout the world.





## QUESTIONS to ANSWER

1. What are some of the differences in background between Japan and the United States?
2. What are some ways in which Japan has helped the United States?
3. What are some of the ways to improve understanding between the two countries?
4. In what states did many Japanese people settle?
5. What do you think is the meaning of *sayonara*?



## QUESTIONS for TEAM DISCUSSION

1. Do you think it is better to think of the Pacific as a connecting ocean or a dividing ocean? Give reasons for your answer.
2. What are some of Japan's problems? What are some of our problems?
3. How may an exchange of people (soldiers and their families, scientists, students, and so on) improve understanding between countries?
4. How has our national background affected our lives? How has the history of Japan affected the lives of present-day Japanese?
5. Why does the United States government want to keep soldiers and weapons in Japan?



## ACTIVITIES

1. Try to find out how long it took Admiral Perry's ship to reach Japan from the United States. Find out how long it takes a jet to fly from San Francisco or Los Angeles to Tokyo.

2. Ask your librarian to help you find some books or articles about General MacArthur and the other Americans who went to Japan at the end of World War II. After you have read them, make believe that you were a Japanese citizen in those days. Write a letter to a friend telling how you feel about the Americans.
3. Make a list of the ideas you had about Japan before you read this book. Make a check mark after each idea that seems to have been correct. Opposite it write something new you have learned about Japan.
4. Write a paragraph on "How I Can Help Improve Understanding between My Country and Japan."
5. Make a travel poster.





# TIME LINE

## JAPAN

## UNITED STATES

1400

Worst period of civil wars 1467-1477

1500

St. Francis Xavier visits Japan 1549

Tokugawa family seizes power 1598

Civil wars end 1600

Japan shut off from the world 1637

1600

1492 Columbus discovers America  
1497 Cabot claims land for England

1513 Balboa discovers the Pacific

1607 Jamestown is founded  
1620 Pilgrims found Plymouth Colony

1700

Rice riots 1783-1787

1800

1754 French and Indian War begins  
1774 First Continental Congress meets  
1776 Declaration of Independence is signed  
1787 Constitution is written  
1789 George Washington becomes president  
1801 Thomas Jefferson becomes president  
1812 The War of 1812 begins

1829 Andrew Jackson becomes president

1860 Abraham Lincoln elected president

1876 Bell invents telephone

1900

Commodore Perry arrives in Japan 1853

Emperor Meiji comes to the throne 1867

Telegraph between Tokyo and Yokohama 1869

Constitution adopted and Diet opened 1889

Russo-Japanese War 1904-1905

Hirohito becomes emperor 1926

World War II 1941-1945

U.S. Occupation 1945-1952

Japan becomes a member of the U.N. 1956

Olympic Games in Japan 1964

1903 Wright brothers fly airplane

1914-1918 World War I

1941 Pearl Harbor bombed

1945 United Nations formed

1958 First U.S. satellite goes into orbit

1961 U.S. manned satellite goes into orbit

2000

# GLOSSARY

## Pronunciation Key

ā as in āte	ō as in ōpen
ǎ as in ǎnt	ǒ as in ǒdd
ǣ as in ǣrm	ô as in ôrbit
å as in åsk	ōō as in mōōn
	ōō as in fōōt
ē as in ēve	oi as in oil
ě as in ěnd	ou as in out
ě as in fathěr	
	ū as in ūse
ī as in īce	ǔ as in ǔp
ĩ as in ĩn	û as in ûrn

Abbreviations used in this section are:  
*adj.*, adjective; *etc.*, et cetera; *interj.*, interjection; *n.*, noun; *v.*, verb.

**abacus** (ǎb'ǎ.kūs), *n.* An instrument for working problems in arithmetic by sliding counters along rods set in a frame.

**abalone** (ǎb'ǎ.lō'nē), *n.* A shellfish that is used for food. It is caught along the California coast as well as in Japan.

**accomplished** (ǎ.kōm'plisht), *adj.* Having the skill, learning, or training necessary to do something very well.

**adopt** (ǎ.dōpt'), *v.* To take a child into a family giving it the same rights and duties as others in the family.

**advertise** (ǎd'vē.tiz), *v.* To draw attention to the good qualities of something one has to sell.

**Ago** (ǎ.gō), *n.* The name of a bay near Nagoya. Most of Japan's pearl fishing and pearl farming are done in this bay.

**Ainu** (ī'nōō), *n.* The first people of Japan. They now live on the island of Hokkaido.

**Akiyoshi** (ǎ.kē.yō.shē), *n.* The name of a famous cave in southern Honshu.

**Aleutian** (ǎ.lū'shǎn), *n.* A chain of islands that are part of an underwater range reaching from Alaska almost to Siberia.

**aluminum** (ǎ.lū'mĭ.nŭm), *n.* A silver-white metal noted for its light weight. It does not rust.

**ancestor** (ǎn'sēs'tēr), *n.* Forefather; one from whom a family comes.

**Asia** (ā'zhā), *n.* The largest continent of the world. Japan is a part of this continent.

**atomic bomb** (ǎ.tōm'ĭk bōm). A bomb of great power that explodes because of the way atoms behave.

**ayu** (ī'yū), *n.* A kind of trout prized for its good flavor. It is caught in rivers throughout Japan.

**badminton** (bǎd'mĭn'tn), *n.* A game in which a light racket is used to hit a shuttlecock back and forth over a net.

**bamboo** (bǎm.bōō'), *n.* A treelike grass that grows in tropical regions. It has tall, stiff, hollow stems. The main part of the plant grows underground.

**Bashō** (bǎ.shō). A famous Japanese poet who lived between 1644 and 1694.

**battledore** (bǎt l.dōr), *n.* A racket or flat bat used to hit a shuttlecock.

**bauxite** (bōks'īt), *n.* A claylike substance, chief source of aluminum.



**besu-boru** (bĕ.sōō.bō.rōō), *n.* A Japanese word meaning baseball.

**biwa** (bē.wă), *n.* A stringed musical instrument that is shaped like a mandolin.

**Buddha** (bōōd'ă). The founder of Buddhism. He lived in India. He was born in 563 B.C. and died in 483 B.C.

**Buddhism** (bōōd'izm), *n.* One of the chief religions of the world, founded by Buddha, and widespread in Asia. A *Buddhist* is a person who believes in and follows the teachings of Buddha.

**Bugaku** (bōō.gă.kōō), *n.* An ancient dance done by masked dancers.

**bulldozer** (bōōl'dōz'ēr), *n.* A powerful tractor that has a broad blade in front and is used for clearing land, etc.

**Bunraku** (bōōn.ră.kōō), *n.* A puppet play using puppets that are nearly life-size.

**cable** (kā'bl), *n.* A bundle of wires under the ocean which is used for sending messages.

**cablegram** (kā'bl.grăm), *n.* A message sent by cable.

**calligraphy** (kă.līg'ră.fī), *n.* The writing of the Japanese language by using a brush.

**cannery** (kăn'ēr.ī), *n.* A place where food is canned.

**ceremony** (sēr'ē.mō'nī), *n.* A formal act that is done according to beliefs or customs.

**chemical** (kēm'ī.kăl), *n.* A substance formed when two or more substances act upon one another to cause a permanent change. A substance which acts upon something else to cause a permanent change.

**chichi** (chē.chē), *n.* A Japanese word meaning father.

**chirp** (chûrp), *v.* To make a short, quick sound as crickets and some birds do.

**chopsticks** (chōp'stīks'), *n.* Sticks about nine inches long that are used instead of forks for eating. They are made of wood, ivory, or plastic.

**Christian** (krīs'chăn), *n.* A person who believes in and follows the teachings of Christ.

**chromite** (krō'mīt), *n.* A mineral which is valuable as a source of chromium.

**chrysanthemum** (krīs.ăn'thē.mŭm), *n.* A flower loved by the Japanese. It is the symbol of the royal family.

**civil war** (sīv'īl wôr). A war in which one group fights against another group within the same country.

**climate** (klī'mīt), *n.* The kind of weather of a particular place, over a long period of time.

**cloisonné** (kloi'zō.nă'), *n.* A dish, vase, or object made of silver, gold, or copper. It is decorated with wires laid flat to make designs. The piece is covered with enamel and baked in a hot oven.

**communication** (kō.mŭ'nī.kă'shŭn), *n.* The means of keeping in touch with another person or place by telephone, telegraph, letter, etc.

**congress** (kōng'grēs), *n.* The body of senators and representatives of a nation constituting its chief lawmaking body.

**conifer** (kō'nī.fēr), *n.* Any cone-bearing tree or shrub, such as a pine tree.

**conquer** (kōng'kēr), *v.* To win by fighting.

**conserve** (kōn.sŭrv'), *v.* To save or use wisely.

**continent** (kǒn'tǐ.něnt), *n.* One of the six biggest pieces of land on earth.

**cormorant** (kôr'mō.rănt), *n.* A large black sea bird with a long neck and a slender hooked beak.

**craft** (krăft), *n.* An art or skill; the work of making artistic objects.

**cricket** (krĭk'ět), *n.* A small, leaping insect that chirps. The sounds are made when the cricket rubs his front legs together.

**current** (kûr'ěnt), *n.* The movement of a stream of water.

**cypress** (sĭ'prēs), *n.* An evergreen tree.

**daikon** (dĭ.kǒn), *n.* A giant radish.

**decision** (dē.sĭzh'ŭn), *n.* A judgement; an outcome.

**decoration** (děk'ō.ră'shŭn), *n.* Anything that is added to make something beautiful.

**democracy** (dē.mǒk'rá.ŝĭ), *n.* Government by the people. The people control the government by voting for their representatives to the governing body.

**Democrat** (děm'ō.krăt), *n.* A member of one of the chief political parties of the United States.

**democratic** (děm'ō.krăt'ĭk), *adj.* Having to do with democracy.

**design** (dē.zĭn'), *n.* A pattern or plan; the arrangement of lines and shapes in an artistic manner.

**dialect** (dĭ'ă.lěkt), *n.* A form of a language which belongs to a certain region.

**dictionary** (dĭk'shŭn.ěr'ŷ), *n.* A book in which the words of a language are listed with their meanings.

**Diet** (dĭ'ět), *n.* The lawmaking body of Japan.

**diner** (dĭn'ēr), *n.* A railroad car where people are served meals.

**disagree** (dĭs'ă.grē'), *v.* To differ in opinion; to refuse to agree.

**earthquake** (êrth'kwāk'), *n.* A shaking or trembling of the earth. It is caused by the action of volcanoes or the shifting of rock layers deep inside the earth.

**Edo** (ē.dō), *n.* The name for Tokyo long ago.

**eel** (ēl), *n.* A long snakelike fish, sometimes used for food.

**elevated train** (ěl'ē.văt'ěd trăn). A train that runs on tracks above the ground.

**emperor** (ēm'pēr.ēr), *n.* The ruler of a country.

**engaged** (ěn.gājd'), *adj.* Pledged to be married.

**equator** (ē.kwā'tēr), *n.* An imaginary line around the earth, halfway between the north and south poles.

**erupt** (ē.rŭpt'), *v.* To burst out, as lava from the earth.

**extreme** (ěks.trēm'), *adj.* Farthest, utmost.

**fencing** (fěn'sĭng), *n.* The art of defending oneself with a sword.

**fertilizer** (fûr'tĭ.lĭz'ēr), *n.* An enriching agent or substance, especially a manure for land.

**festival** (fēs'tĭ.văl), *n.* A holiday or time for fun or rest.

**firefly** (fĭr'flĭ'), *n.* A flying insect that makes a light at night.

**flute** (flōōt), *n.* A musical instrument that is a hollow tube open only at one end.



**freeway** (frē'wā), *n.* A super highway.

**freighter** (frāt'ēr), *n.* A ship that carries goods.

**Fuji** (fōō'jē), *n.* The highest mountain in Japan.

**fusuma** (fōō.sōō.mä), *n.* Sliding paper screens that are used as room dividers.

**geisha** (gā'shā), *n.* A Japanese word meaning artist or accomplished person.

**geta** (gě.tā), *n.* Wooden clogs that are worn outside.

**geyser** (gī'sēr), *n.* A spring in the earth that now and then shoots up hot water and steam.

**Gion** (gē.ōn), *n.* A festival held in the last part of July in Kyoto.

**Go** (gō), *n.* A very difficult Japanese game.

**goat antelope** (gōt ǎn'tē.lōp), *n.* An animal having characteristics of both a goat and an antelope.

**goban** (gō.băn), *n.* A board similar to our checkerboard. It is used for playing the game of *Go*.

**grill** (grīl), *n.* Openwork or grating of iron, wood, or bronze. It is used as decoration on a building.

**grouse** (grous), *n.* A wild bird that is sometimes hunted.

**haiku** (hī.kōō), *n.* A poem of three lines, the first with five syllables, the second with seven, and the last with five.

**hakama** (hä.kä.mä), *n.* A divided skirt worn by men on special days. Boys receive their first *hakama* when five years old.

**happi** (häp.pē), *n.* A short coat worn by workmen.

**hibachi** (hē.bä.chē), *n.* A charcoal burner.

**Hokkaido** (hōk.kī'dō), *n.* The northern island of Japan.

**Honshu** (hōn'shōō), *n.* The largest island of Japan.

**House of Councillors** (houz ǒv koun'sī.lērz), *n.* The part of the Diet that is similar to the Senate in the U.S. Congress.

**House of Representatives** (houz ǒv rēp'rē.zēn'tā.tīvz), *n.* A part of the Diet that is similar to the House of Representatives in the U.S. Congress.

**hydroelectric** (hī'drō.ē.lēk'trīk), *adj.* Having to do with making electricity by water power.

**ikebana** (ē.kē.bä'nä), *n.* The Japanese art of flower arrangement.

**incense** (īn'sēns), *n.* A spice that is burned to give a perfume.

**Indies** (īn'dēs), *n.* A name for the East Indies, a group of islands southeast of the mainland of China.

**industry** (īn'dūs.trī), *n.* A business or a kind of work.

**instrument** (īn'strōō.mēnt), *n.* A device by which musical sounds are produced.

**invention** (īn.vēn'shūn), *n.* A discovery or something that is made for the first time.

**Ishikari** (ē.shē.kä.rē), *n.* One of the longest rivers in Japan.

**jan-ken-pon** (jān.kēn.pōn), *n.* A Japanese children's game played by using the hands.

**Japan Current** (jä.păn' kūr'ēnt), *n.* The warm stream of water reaching Japan from the south.

**Jomon** (jō.mōn), *n.* A kind of Japanese pottery. It usually has a design that looks something like a coiled rope.

**judo** (jōō.dō), *n.* A way of defending oneself without using weapons.

**Kabuki** (kā.boō.kē), *n.* A very old kind of play done by men actors only. To understand the play, one must know the meaning of the movements of the actors. Plays are given in large theaters with interesting and beautiful stage settings.

**Kamakura** (kā.mā.kōō.rā), *n.* A town near Tokyo. It is famous for the large statue of Buddha.

**kana** (kā.nā), *n.* The forty-eight symbols that stand for sounds or syllables in the Japanese language.

**kanji** (kā.jē), *n.* Symbols that stand for whole words in the Japanese language.

**Kanto** (kā.tō), *n.* The large plain around Tokyo on the island of Honshu.

**kasa** (kā.sā), *n.* Umbrellas made of bamboo and oiled paper or silk, and decorated with painted designs.

**Kegon** (kē.gōn), *n.* A high waterfall on the island of Honshu. It is 330 feet high.

**kekko** (kē.kō), *adj.* A Japanese word meaning wonderful.

**kendo** (kē.dō), *n.* A kind of fencing, using long bamboo poles. At one time it was taught in the schools to all boys above the primary grades.

**kimono** (kē.mō'nō), *n.* A loose robe worn by both men and women. The color and pattern differ with the sex and age of the wearer as well as with the occasion.

**Kobe** (kō.bē), *n.* One of the most important Japanese seaports. It is located on Osaka Bay in southern Honshu. It is also a railroad center and a manufacturing city with shipbuilding yards.

**kokeshi** (kō.kē.shē), *n.* A wooden doll with a big head and no arms or legs.

**Korea** (kō.rē'a), *n.* A country in eastern Asia.

**kotatsu** (kō.tāt.sōō), *n.* A kind of fireplace sometimes sunk in the floor. It has a wooden frame over which a quilt is placed.

**koto** (kō.tō), *n.* A kind of harp with thirteen strings. When played, the *koto* is laid flat and the strings are plucked.

**Kurile Current** (kōō.rēl' kūr'ēnt). The cold stream of water reaching Japan from the north.

**Kyogen** (kyō.gēn), *n.* Short funny plays between the acts of a *Noh* play.

**Kyoto** (kyō'tō), *n.* A city known for its beautiful shrines and which once was the capital of Japan.

**Kyushu** (kyōō'shōō), *n.* The southernmost island of Japan.

**lacquer** (lāk'ēr), *n.* A varnish from China or Japan; an object coated with lacquer.

**lava** (lā'vā), *n.* Hot melted rock that flows from a volcano.

**league** (lēg), *n.* A group of teams that play against each other until one is winner.

**leash** (lēsh), *n.* A leather strap, cord, chain, etc., to hold an animal.

**Liberal Democrat** (līb'ēr.āl dēm'ō.krāt). A member of one of the political parties of Japan.



**liquid** (lĭk'wĭd), *n.* A substance which flows freely like water.

**mackerel** (măk'ēr.ĕl), *n.* An important food fish.

**magnesium** (măg.nē'zhĭ.ŭm), *n.* A silver-white metal. It burns with a white light.

**mandarin orange** (măn'dă.rĭn ōr'ĕnj). A Chinese orange, smaller than the common orange.

**mandolin** (măn'dō.lĭn), *n.* A four-stringed instrument that is played by plucking.

**manufacturing** (măn'ū.făk'tūr.ĭng), *n.* The making of things by hand or machine.

**Meiji** (mă'jĕ). The emperor who ruled Japan from 1867-1912. He was the first ruler to give the people a part in the government.

**migration** (mĭ.gră'shŭn), *n.* Movement of people from one country to another.

**Milky Way** (mĭl'kĭ wă). The faint, light tract seen at night stretching across the sky. It is composed chiefly of a vast amount of distant stars.

**Minamoto no Yorizane** (mē.nă.mō.tō nō yō.rē.ză.nĕ). A great poet who lived in Japan about nine hundred years ago.

**mineral** (mĭn'ēr.ăl), *n.* Any substance that is mined; anything that is neither animal nor vegetable.

**miso** (mē.sō), *n.* A soup made of soybeans.

**missionary** (mĭsh'ŭn.ĕr'ĭ), *n.* A person who teaches religion to others.

**moat** (mōt), *n.* A deep ditch of water around a palace. In olden days the moat kept enemies from entering the palace.

**mochi** (mō.chē), *n.* A rice cake eaten in place of rice or with tea in the afternoon.

**model** (mōd'l), *n.* A small representation of a thing.

**moisture** (mois'tūr), *n.* Liquid or water in small amounts.

**mompei** (mōm.pā), *n.* Baggy trousers worn by women while working.

**monorail** (mōn'ō.rāl'), *n.* A single rail serving as a track for a wheeled vehicle.

**monsoon** (mōn.sōon'), *n.* A wind that changes direction as the seasons change.

**motorcycle** (mō'tēr.sĭ'kl), *n.* A bicycle run by a motor.

**mountain range** (moun'tĭn rānj). A long row of mountains.

**mulberry** (mŭl'bĕr'ĭ), *n.* A tree grown for its leaves. They are used as food for silkworms.

**Nagasaki** (nă'gă.să'kē), *n.* A port in Kyushu. It was the first port to carry on trade with other parts of the world.

**Nagoya** (nă.gō.yă), *n.* A Japanese city on Honshu.

**Nara** (nă.ră), *n.* A very old city near Osaka on Honshu.

**netsuke** (nĕt.skĕ), *n.* Long ago men had no way of carrying things like purses and keys. They tied their belongings to the *obi* with a cord. At the knot end of the cord, they hung an ornament called a *netsuke*. Some *netsukes* were carved. Most were made of ivory or wood. The wooden *netsukes* are valued most by the Japanese.

**nightingale** (nīt'ŋn.gāl), *n.* A bird that sings sweetly.

**Nikko** (nēk.kō), *n.* A place famous for its beautiful temples and shrines. It is in Nikko National Park in the central part of Honshu.

**Nippon** (nĭp.pōn), *n.* A name for Japan. It came from the Chinese writing meaning "Land of the Rising Sun."

**Noh** (nō), *n.* A very old Japanese play. There are usually two main actors. Singers, drums, and a flute help the actors tell the story of the *Noh*.

**North Temperate Zone** (nōrth tēm'pēr.ŷt zōn), *n.* Part of the earth that has cold and warm seasons.

**nylon** (nī'lōn), *n.* A thread or a cloth made from coal, air, and water.

**obedience** (ō.bē'dĭ.ĕns), *n.* The act of doing what one is told.

**obi** (ō.bē), *n.* A sash or belt worn with the kimono by women.

**Occident** (ōk'sĭ.dĕnt), *n.* The name given to Europe and the western hemisphere.

**octopus** (ōk'tō.pŭs), *n.* A sea animal with eight long arms.

**odori** (ō.dō.rē), *n.* A kind of folk dance.

**ohayo** (ō.hă.yō), *interj.* A Japanese word meaning hello.

**Orient** (ō'rĭ.ĕnt), *n.* A name for the Far East or the countries of Asia.

**origami** (ō.rē.gă.mē), *n.* The ancient art of paper folding. Animals, birds, or objects can be made by folding squares of paper.

**Osaka** (ō'să'kă), *n.* A large manufacturing city in southern Honshu.

**otosama** (ō.tō.să.mă), *n.* A Japanese word meaning your honored father.

**oyster** (ois'tĕr), *n.* A shellfish used for food.

**paddy** (păd'ŷ), *n.* A field in which rice is grown.

**pagoda** (pă.gō'dă), *n.* A tower-like building of several stories. It is often a temple.

**parasol** (păr'ă.sōl), *n.* An umbrella to keep off the sun.

**performance** (pĕr.fōr'măns), *n.* A presentation of a play.

**persimmon** (pĕr.sĭm'ŭn), *n.* A sweet, plum-like fruit of the persimmon tree.

**pheasant** (fĕz'ănt), *n.* A wild bird with beautifully colored feathers.

**Philippines** (fĭl'ĭ.pēnz), *n.* Islands in the Pacific Ocean east of Japan.

**plankton** (plăngk'tōn), *n.* Very small plants and animals that live in water.

**plaster** (plăs'tĕr), *n.* A pasty composition that hardens on drying, used for coating walls, ceilings, etc.

**plastic** (plăs'tĭk), *n.* A substance capable of being cast or molded and made from plant or animal material or from chemicals.

**platinum** (plăt'ĭ.nŭm), *n.* A heavy grayish-white precious metal, used in jewelry and in industry.

**pluck** (plŭk), *v.* To play a musical instrument by picking or pulling the strings.

**porcelain** (pōr'sĕ.lĭn), *n.* A fine kind of chinaware. It is hard and white.

**porter** (pōr'tĕr), *n.* A person who carries luggage at railroad stations, etc.

**possession** (pō.zĕsh'ŭn), *n.* A thing that belongs to someone.



**prime minister** (prīm mǐn'is.tēr), *n.* A person at the head of a government.

**problem** (prōb'lēm), *n.* Something to be worked out or solved.

**product** (prōd'ŭkt), *n.* Anything made by work, change, growth, or thought.

**protein** (prō'tē.ĭn), *n.* An important nourishing substance which is found in all living things. Protein is a necessary element in diet, and is supplied especially by such foods as meat, milk, and milk products, etc.

**ptarmigan** (tār'mĭ.gǎn), *n.* A game bird of the grouse family that lives in the north. It has feathers on its legs. The color of the feathers changes with the seasons.

**puppet** (pŭp'ĕt), *n.* A doll pulled by strings from behind the scenes in a puppet show.

**raccoon** (ră.kōōn'), *n.* A small doglike animal. It is dusky-yellow to black in color.

**raw material** (rô mǎ.tē'rĭ.ăl), *n.* A substance that has not been mixed with any other.

**rayon** (ră'ōn), *n.* A man-made thread or cloth.

**refrigerator** (rē.frĭj'ēr.ā'tēr), *n.* A box or room for keeping food or other articles cool.

**relax** (rē.lăks'), *v.* To make or become less firm, rigid, or tense.

**religion** (rē.lĭj'ŭn), *n.* A belief in and love of a god.

**Republican** (rē.pŭb'lĭ.kǎn), *adj.* A member of one of the two largest political parties of the United States.

**respect** (rē.spĕkt'), *v.* To look up to.

**rhyme** (rīm), *v.* To cause lines or words to end with the same sound.

**romaji** (rō.mă.jē), *n.* A way of writing Japanese by using the English alphabet.

**sake** (să'kē), *n.* A wine made from rice.

**salamander** (săl'ă.măn'dĕr), *n.* A harmless animal that looks like a lizard, and lives on land and in water.

**samisen** (să'mē.sĕn), *n.* A three-stringed Japanese musical instrument that looks something like a banjo.

**samurai** (să.mōō.rĭ), *n.* Soldiers who were paid to serve the noblemen.

**sayonara** (să.yō.nă.ră), *interj.* A Japanese word meaning good-by.

**scientist** (sĭ'ĕn.tĭst), *n.* A person who studies and works with science.

**scroll** (skrōl), *n.* An artistic wall hanging or picture.

**Senate** (sĕn'ĭt), *n.* A part of the Congress of the United States made up of two people from each state.

**shakuhachi** (shă.kōō.hă.chē), *n.* A flute made of bamboo held like a clarinet when played.

**Shanghai** (shăng.hĭ), *n.* A seaport city in China.

**shibui** (shē.bōō.ē), *n.* Deeply quiet and peacefully beautiful.

**shichi-go-san** (shē.chē.gō.săn), *n.* A combination of Japanese words meaning seven-five-three.

**Shikoku** (shē'kō.kōō), *n.* The smallest of Japan's four main islands.

**Shinto** (shĭn.tō), *n.* A religion that began in Japan. It is the worship of gods in nature and ancestors.

**shogun** (shō'gōon'), *n.* A military governor who ruled Japan long ago.

**shogunate** (shō'gōon'āt), *n.* The government under the rule of a shogun.

**shoji** (shō•jē), *n.* A sliding screen that can be removed. Its wooden frame is covered with thin paper. It is used as a room divider.

**shrine** (shrīn), *n.* A holy place or object.

**shutter** (shūt'ēr), *n.* A movable cover for a window, to keep out light, etc.

**shuttlecock** (shūt'l•kōk'), *n.* A cork stuck with feathers that is hit with a battledore in a game.

**sickle** (šik'l), *n.* A farm tool that consists of a sharp curved metal blade fitted with a short handle, used to cut grass, etc.

**Sika** (sē•kă), *n.* A medium-sized deer found in the forest of northern Japan.

**Socialist** (sō'shāl•īst), *n.* A member of one of the political parties of Japan.

**soybean** (soi'bēn'), *n.* A bean which yields oil, flour, and meal. It is also eaten as a vegetable.

**spool** (spōol), *n.* A small cylinder on which thread, wire, etc., is wound.

**stilts** (stīltz), *n.* A pair of tall poles, each of which has a high step or loop for the support of a foot.

**sukiyaki** (skē.yä.kē), *n.* A food made up of thinly sliced meat and vegetables and cooked at the table.

**sulphur** (sül'fēr), *n.* A yellow element found in nature. It burns in air with a blue flame and forms a choking gas. It is used in gunpowder, matches, etc.

**sumo** (sōō•mō), *n.* A kind of Japanese wrestling. The wrestlers weigh as much as three hundred pounds.

**Sun Goddess** (sūn gōd'ēs). The main god of the Shinto religion.

**Supreme Court** (sū•prēm kōrt). The highest court in a nation.

**sushi** (sōō•shē), *n.* A food which the Japanese enjoy. It usually is rice topped with raw fish.

**tabi** (tä•bē), *n.* Socks with a separate place for the big toe.

**tanka** (tänk•ă), *n.* A poem of thirty-one syllables and having five lines in an order of 5-7-5-7-7 syllables.

**tatami** (tä•tä•mē), *n.* Thick straw mats, six by three feet, used to cover floors in Japanese houses.

**telegraph** (těl'ē.gráf), *n.* An electric machine or system for sending messages by a code to a distance.

**temple** (tēm'pl), *n.* A building for worship of a god.

**tempura** (tēm•pōō•ră), *n.* Seafood or vegetables dipped in batter and deep fried.

**thresh** (thrēsh), *v.* To beat out grain from stalks.

**tidal** (tīd'ăl), *adj.* Of or having to do with the rise and fall of the ocean.

**tile** (tīl), *n.* A thin piece of fired clay, stone, etc., used for roofs, floors, etc.

**tokonoma** (tō•kō•nō•mä), *n.* An alcove in the house where flowers and art objects are displayed.

**Tokugawa** (tō•kōō•gä.wä), *n.* A family who ruled Japan as shoguns from 1598 to 1867.

**Tokyo** (tō'kē.ō), *n.* Japan's capital and largest city.

**torii** (tō•rē), *n.* A gateway at the entrance to a Shinto shrine.



**transistor radio** (tran·zis'ter rā'di·ō). A small portable radio in which the radio tubes are replaced by a small, rugged transistor.

**tuberculosis** (tū·būr'kū·lō'sis), *n.* A disease of the lungs caused by a germ.

**typhoon** (tī·foon'), *n.* A violent, whirling wind of tropical regions.

**veranda** (ve·ran'da), *n.* A long roofed porch.

**volcano** (vol·kā'nō), *n.* A hole in the earth through which melted rock and cinders are forced out of the ground, forming a cone-shaped mountain.

**vulture** (vul'tūr), *n.* A large bird that feeds on dead animals.

**worship** (wūr'ship), *n.* To respect, honor, and love.

**wrestling** (res'ling), *n.* A sport between two persons who try to force each other to the ground.

**Xavier** (zā'vi·er). A Christian missionary from Portugal who arrived in Japan in 1549.

**yakitori** (ya·kē·tō·rē), *n.* Chicken, liver, and onions that are put on a skewer and cooked over charcoal.

**Yezo** (ye·zō), *n.* A large bear. It lives in northern Japan.

**Yokohama** (yō'kō·ha'ma), *n.* Japan's main seaport city.

**yukata** (ū·ka·ta), *n.* A light kimono.

**zinc** (zink), *n.* A bluish-white metal.

**zori** (zō'rē), *n.* A kind of sandal worn outdoors when the ground is dry.

## JAPANESE PHRASES

irasshai	welcome	hai	yes
o-hayo gozaimasu	good morning	iie	no
kom-ban wa	good evening	hon	book
o-yasumi nasai	good night	kami	paper
kon-nichi-wa	hello	empitsu	pencil
sayonara	good-by	otoko no ko	boy
O-genki desu ka	How are you?	onna no ko	girl
genki desu	very well	kisha	train
arigato gozaimasu	thank you	hikoki	airplane
dozo	please	jidosha	automobile
Ah, so desu ka	Is that so?	hashi	chopsticks
Ikura desu ka	How much is it?	gohan	rice
Wakarimasu	I understand.	niku	meat
Wakarimasen	I do not understand.	kudamono	fruit

# INDEX

References to illustrations, graphs, and maps are in boldface type; other references are in ordinary type.

## A

Abacus, **220**  
Alaska, 8, 29, 125  
Animals, 49; farm, 116, 213; pets, 85-6;  
    wild, **28-29**  
Art, 51, 177-80, 196, 219, 232  
Artist, 46, 179, 180, 195  
Asia, 6, 16, 17, 20, 35-6, 41, 133, 134  
Atomic bomb, 45  
*Ayu*, 170

## B

Bamboo, 27, 80, **81**, 114, **118**, 119-120,  
    134, 146, 155, 188  
Bashô, 200  
Baths, 22, 57, 66-7  
Bathtub, **66**, 67  
Bays, 111; Ago, 124; Tokyo, 11  
Bicycle, 77, 103, 104, 111, 112, 134  
Birds, 114, 162; kinds of, 29; ptarmigan,  
    **28**, 29. *See also* Cormorant fishing  
*Biwa*, 184  
Block prints, 180  
Bon Festival, 154-55  
*Bon Odori*, 155  
Books, 42, 51, 92, **99**  
Boys' Day, 151  
Bridge of Heaven, 7  
Buddha, 48, 51, 154  
*Bugaku*, 187-88  
*Bunraku*, 187, 189-90

## C

Cabinet, 226  
Calendar, 155  
California, **6**, **10**, **11**, 232  
Calligraphy, 91  
Canneries, 124

Capital, of Japan, 11, 42, 225; moving of,  
    42. *See also* Tokyo  
Carving, **46**, 145-46, **179**, **180**  
Caves, 23; Akiyoshi, 23; Bat, 23  
Charcoal, 66, 116, 120, 161  
Chemicals, 134  
Children, 58-9  
Children's Day, 151-52  
Christianity. *See* Religion  
China, **6**, 36, **37**, 42, 45, 48, 91, 98, 183  
Chopsticks, 73, 145, 146, 180  
Cities, 213  
Climate, 15-**17**, 113  
Cloth, 134, 139  
Clothes, 8, 77-80, 105, 232; Japanese,  
    77-9, 124, 152, 196; sport, 169; theater,  
    188, 189, 191; uniforms, 79, 134, 219,  
    **221**; western style, 77, 79, 80  
Cloisonné, 144  
Coast, 8, 9, **11**, 16, 111, 124, 130  
Communication, 97-9; cable, 98; post  
    offices, 97, 98; radio, 99, 134, 167, 184,  
    219; telegraph, 97; telephone, 98; tele-  
    vision, 99, 134, 167, 184, **213**  
Congress, 225  
Constitution, 224-**226**  
Cormorant fishing, **170**  
Court, Supreme. *See* Supreme Court  
Crafts, 143-46  
Craftsmen, **45**, 143, 146, **180**

## D

*Daikan*, 72, **110**  
Dams, 134  
Dancing, 154, 155, 187-88, 195  
Diet, 224-**226**  
Dishes, 73, 74, 177, 204, **206**  
Doll Festival, 151  
Dolls, 116, 134, 146, 152, 159, 163

## E

Earthquakes, **20**, 21-2, 50, 64  
Edo, 42



Education, 217–21. *See also* Schools  
Electric power, 9, 22, 129  
Emperor, 42, 44, 49, 86, 199, 224, 225  
Emperor Meiji, 44, 103, 217, 224

## F

Factory, 9, 77, 130, 133, 134, 143, 145, 221; silk, 138  
Family, 41, 42, 48, 50, 51, 57–9, 64, 65, 66, 67, 72, 85, 112, 191  
Fans, 80, **81**, 146, 169, 177  
Farmers, 44, 80, 104, **110**, 111, **112**–116, 123, 211, 213. *See also* Farming  
Farming, 9, 16, 58, 103, **110**, 111, 112, **113**, **114**–116  
Festivals, 27, 50, 77, 79, 151–55, 184; Shinto, 50, 51  
Fish, **122**, 123, **125**, **170**; farms, 124  
Fishermen, 123, 124, **125**, 170, 211  
✓ Fishing, 35, **122**, 123–**125**, **170**  
– Flowers, 23, 27, **28**, 64, 74, 79, 146, 152–53, 155, 162, 168, **196**, 204; arrangement, 178, 195, 220  
Food, 50, 71–4, 104, **110**, **113**, 116, **118**, 152, 177, 211, 213  
Forests, 11, 27, 29, 119–20. *See also* Trees  
Furniture, 64–5, **66**, 67, 72, 120  
*Fusuma*, 64, 120, 145

## G

Games, 155, 159–61  
Gardens, 27, **65**, 67, 74, 79, 177–78, 203, **205**, 205  
Geisha, 195–**196**  
Geta, 79, **80**, **81**  
Gion Festival, 155  
*Go*, **160**  
Golf, 168–69  
Government, 41–5, 98, 99, 112, 114, 120, 189, 211–13, 217–19, 224–**226**, 232

## H

*Haiku*, 84, 200  
*Hakama*, 152

Harbors, 9, 105  
Hawaii, 45, 232  
Health, 155, 211–**213**; habits, 36  
*Hibachi*, 66, 72–3, **74**  
Hiroshige, **46**, **179**  
History, 40–5, 218  
Hokkaido, **3**, 7, 9, 11, 15, 16, 17, **23**, 28, 36, 129, 137  
Honshu, **2–3**, 7, 9, 11, 16, 17, 23, 29, 104, 129, 146  
Hospitals, 212, **213**  
Hot springs, 22  
House of Councillors. *See* Diet  
House of Representatives. *See* Diet  
Houses, 16, 59, 63–7, 85, 120, 155, 177, 188, 211–12, 232; bath, 66–7; building of, 63–4, 67; farm, 111; rooms in, 64–5, 67; tea, 203–04  
Hunting, 28, 29, 35, 145

## I

*Ikebana*, 178  
India, 183  
Indies, 43  
Inland Sea, 9, 11, 23, 104, 105, **125**  
Insects, 114; pets, 85–6  
Islands, 7–9, **10**, 11, **14**, 15, 16, 17, 21, 23, 97, 104, 105, 111, 120

## J

*Jan-ken-pon*, 160  
Japan Alps, 8, 29  
Japan Current, **14**, 17, 123  
*Jomon*, 145  
Judo, **168**, 169

## K

*Kabuki*, 187, **189**, **190**–191  
Kamakura, **3**, 51  
*Kana*, 92, 98  
*Kanji*, 91, 92, 98  
*Kendo*, 169  
Kimono, 42, 77–8, 79, **81**, 93, 139, 152, **161**, 169, 177, 196, 204

Kites, **152**, 155, 159–60

Kobe, **2**, 9, 105

Korea, 36, **37**, 86, 183

Koshiro, **189**

*Koto*, 183–84

*Kotatsu*, 66, **67**

Kurile Current, **14**, 16, 123

Kyoto, **2**, 42, 134, 139

*Kyogen*, 188–89

Kyushu, **2**, 7, 11, 22, 23, 104, 130

## L

Lacquer, 73, 79, 134, 144

Language, 91–**93**, 220

Laws, 44, 45, 191, 213, 217, 224–25

## M

Machines, 112, 114, 130, 138, 139, 180

Magazines, 92, 99

Manufacturing, 133–34

Minamoto no Yoritane, 200

Minerals, **128**, 129, 130

Mining, **128**, 129–30

*Miso*, 72

Missionaries, 43

*Mochi*, 71

*Mompei*, 79, 124

Monsoon. *See* Winds

Moon Festival, 154

Motion pictures, **99**

Mountains, 7–9, 11, 16, 28, 103, **110**, 111, 119, 169, 231

Mount Fuji, 8, **20**, 23, 36

Music, 11, 85, 183–84, 188, 219

## N

Nagasaki, **2**, 98, 133, 155

Nagoya, **2**, 104, 124, 133

Nara, **2**, 42

National parks, 23; Nikko, 23

*Netsuke*, **146**

Newspapers, 92, 98, 199

New Year, 71, 155, **161**, 220

Nikko, **3**, 23, 155

*Noh*, 187, 188–89

## O

Obi, 78, **81**, 152, 196

Occidental, **34**

*Odori*, 154

Oriental, **34**, 36

*Origami*, **162**, **163**

Osaka, **2**, 9, 104, 133, 155

## P

Pacific Rim of Fire, **20**

Pacific Ocean, **2–3**, **6**, 9, 11, 15–6, 22, 105, 125, 231

Painting, 11, 42, 80, 180, 188. *See also* Art

Pearl Harbor, 45

Pearl fishing, 124 —

People, appearance, **36**, 211; classes, 44

Perry, Commodore Matthew, 44, **46**

Pets, 85–6

Plains, 9, 11, 111, **113**; Kanto, 3, 9

Plankton, 123 —

Plants, 27–8, 29, 67

Poetry, 11, 28, 80, 84, 161, 184, 198–200, 218

Political parties, 226

Population, 9, **11**, 17

Pottery, 144–45

Prime minister, **226**

Puppets, 189–90, **191**

## R

Railroads, 103–04, **105**; cars, 133

Rain, 15–6, **17**, 63, 80, 113, 119

Religion, Buddhist, 42, 48, 51, 202; Christian, 43, 51; Shinto, 48, 49–50, 51, 152

Restaurants, 59, 73–4

Rice, 71, 93, **110**, **113–114**, 137; harvesting, 114; paddies, 80, 104, 111, 113–14, 119; plants, 16, 113; straw, 63

Rivers, 3, 9, 16, 50, **110**, 113, 124, 139, 170; Ishikara, 3, 9; Nagara, 170

*Romaji*, 92, 98

## S

*Sake*, 72

Samisen, 184, 189, 195, 196



*Samurai*, 42  
 Schools, 36, 57, 58, 79, 91, 92, 169, 178, 213, 217–20  
 Scrolls, 64, 91, 180  
 Sea of Japan, 2–3, 8, 9, 14, 16, 22  
 Sea of Okhotsk, 14  
 Seasons, 15–7, 116  
 Seaweed, 72, 124  
 Settlers, Ainu, 35–6; from Asia, 35–6, 41  
*Shakuhachi*, 184  
*Shibui*, 178, 180  
*Shichi-go-san*, 152  
 Shikoku, 2, 7, 11, 23  
 Shinto. *See* Religion  
 Ships, 43, 44, 105, 133  
 Shoes, 65–6, 79–80  
 Shoguns, 42–4, 111  
*Shoji*, 64, 67, 120  
 Shrines, 23, 50, 51, 59, 145, 152, 154, 180  
 Siberia, 35, 37  
 Silk, 137, 138, 139; dyeing, 139  
 Silkworms, 116, 137–38, 220  
 Singing, 116, 137–38, 195, 196, 220  
 Snow, 16, 17  
 Soldiers, 42–44, 86, 111, 224, 232  
 Sports, 167, 168–70; heroes, 167, 211  
 Star Festival, 153  
 Stone lanterns, 50, 51, 155  
 Storms, 16, 50, 114  
*Sukiyaki*, 73  
*Sumo*, 169  
 Sun Goddess, 49  
 Supreme Court. *See* Government  
*Sushi*, 71

## T

*Tabi*, 79–80, 105  
*Tanka*, 200  
*Tatami*, 65–6, 72, 161, 204  
 Tea, 72, 104, 113, 115, 116, 195, 196, 200  
 Tea ceremony, 72, 202–206  
 Tea kettle, 204  
*Tempura*, 73–74  
 Theater, 72, 162–63, 184, 187–91  
*Tokonoma*, 64, 72, 74, 180, 204

Tokugawa, 43  
 Tokyo, 3, 6, 11, 23, 42, 97, 99, 104, 105, 129, 133, 225  
*Torii*, 178  
 Toys, 116, 134, 146, 163  
 Trade, 43, 44, 125  
 Transportation, 103, 104–05  
 Trees, 17, 23, 27–8, 49, 67, 118, 119–20, 144, 178. *See also* Bamboo  
 Typhoons, 16

## U

Umbrellas, 80, 81, 146, 153, 154  
 United Nations, 45  
 United States, 10, 11, 15, 16, 23, 27, 44, 45, 72, 110, 119, 133, 134, 139, 167, 191, 195, 200, 211, 226, 231–32; Army, 224

## V

Village, 28, 59, 111  
 Volcanoes, 9, 20, 22, 23, 130  
 Voting, 224, 226, 227

## W

Waterfalls, 22, 49; Kegon, 22  
 War, China and Russia, 45; Civil, 42–3; World War I, 45; World War II, 45, 112, 218, 224  
 Weapons, 35, 232  
 Weddings, 59  
 Winds, 15, 16–17  
 Wood, 63, 120, 134, 178. *See also* Trees  
 Wrestling. *See* Sumo

## X

Xavier, St. Francis, 43

## Y

*Yakitori*, 72–73  
 Yen, 163  
 Yokohama, 3, 9, 97, 105, 133  
 Yukawa, Hideki, 233

## Z

*Zori*, 79, 80











# DATE DUE SLIP

EDUC MAR 29 '83	DUE EDUC APR 06 '84
EDUC APR 3 '83	DUE EDUC APR 22 '84
EDUC APR 11 '83	DUE EDUC APR 22 '84
EDUC APR 17 '83	APR 24 RETURN
EDUC APR 25 '83	DUE EDUC NOV 16 '84
RETURN APR 25 '83	DUE EDUC NOV 20 '84
DUE EDUC NOV 30 '83	NOV 23 RETURN
DEC 8 RETURN	DEC 06 '84
DUE EDUC FEB 28 '84	DEC 04 RETURN
DUE EDUC FEB 28 '84	DUE EDUC FEB 28 '86
DUE EDUC MAR 03 '84	DUE EDUC MAR 07 '86
DUE EDUC MAR 10 '84	RETURN
DUE EDUC MAR 17 '84	DUE EDUC MAR 14 '86
DUE EDUC MAR 17 '84	DUE EDUC
DUE EDUC	RETURN MAR 7 - '86
DUE EDUC	EDUC MAR 22 '86

MAR 1 1978

MAR 21 1978

EDUCATION  
CURRICULUM

45643

DS  
811  
D28

Dearmin, J.T.  
Japan, home  
of the sun.

CURRICULUM  
EDUCATION LIBRARY



DS 811 D28 c.1  
Dearmin, Jennie T.  
Japan, home of the sun  
CURR



0 0004 2883 678

**A46587**